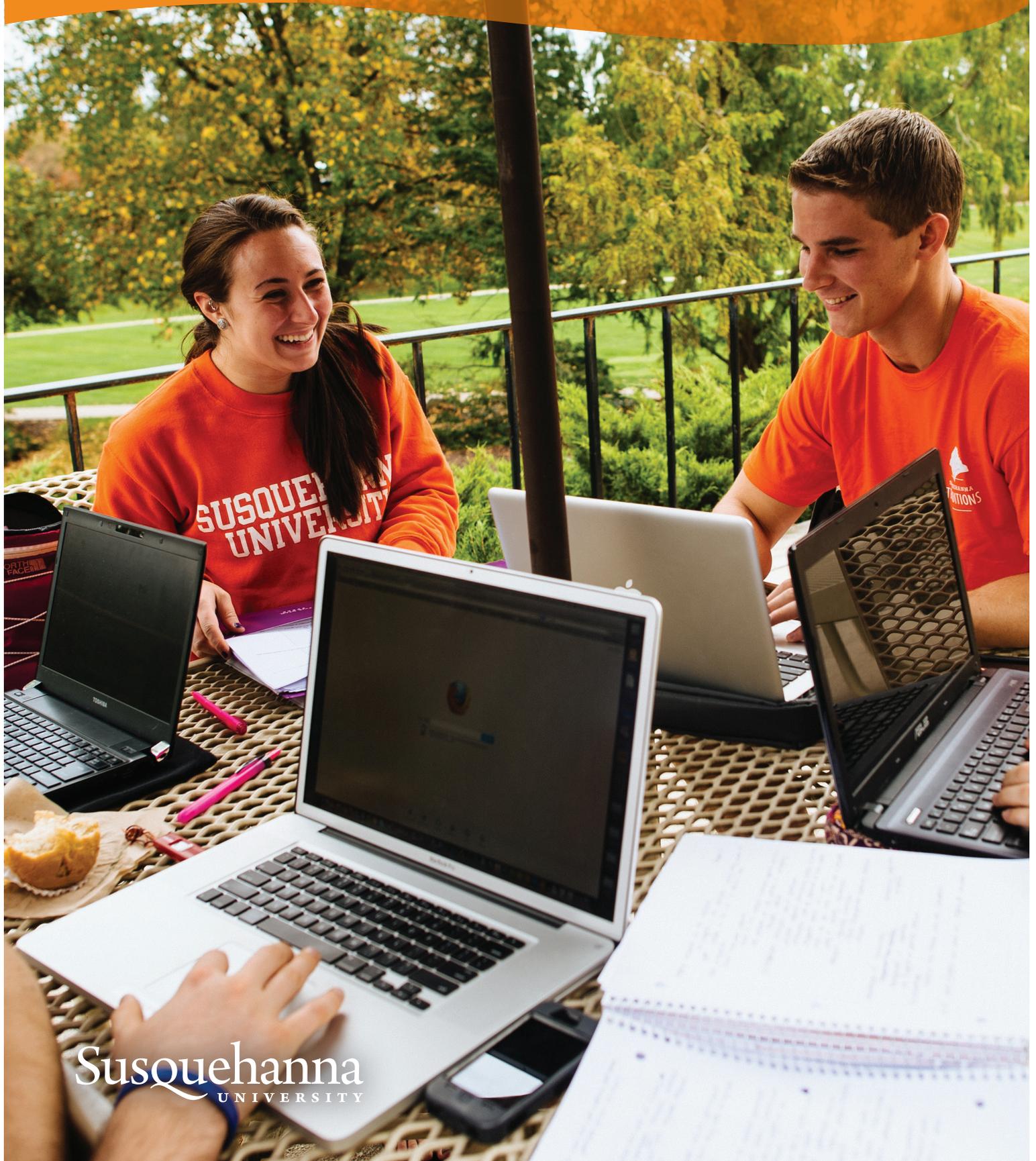


SUSQUEHANNA  
UNIVERSITY  
BULLETIN

# COURSE CATALOG

2014-15



Susquehanna  
UNIVERSITY

# SUSQUEHANNA UNIVERSITY BULLETIN

## GENERAL CATALOG FOR 2014-15

School of Arts and Sciences  
Sigmund Weis School of Business

**[www.susqu.edu/catalog](http://www.susqu.edu/catalog)**

*The 157th Academic Year*

514 University Ave.  
Selinsgrove, PA 17870-1164

**Mission.** Susquehanna University educates undergraduate students for productive, creative and reflective lives of achievement, leadership and service in a diverse and interconnected world.

**Accreditation.** Susquehanna University is accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The Sigmund Weis School of Business is accredited by AACSB International, a specialized accrediting organization recognized by the CHEA. Programs for the preparation of elementary and secondary education teachers at the bachelor's level are approved by the Pennsylvania Department of Education. The Department of Music is accredited by the National Association of Schools of Music and the Department of Chemistry is accredited by the American Chemical Society.

In addition, graduates in accounting are eligible to sit for the New York State licensure examination in Certified Public Accounting.

Susquehanna is also a member of the American Association of Colleges and Universities, American Council on Education, Council of Independent Colleges, Annapolis Group, National Association of Independent Colleges and Universities, and Lutheran Educational Conference of North America.

**Nondiscrimination Statement.** In administering its affairs, the university shall not discriminate against any person on the basis of race, color, religion, national or ethnic origin, ancestry, age, sex, sexual orientation, gender identity or expression, disability, veteran status, or any other legally protected status. Compliance inquiries may be directed to Lisa M. Scott, vice president for student engagement and success, Susquehanna University, Selinsgrove, PA 17870-1164, 570-372-4415; Jennifer Bucher, director of human resources, Susquehanna University, Selinsgrove, PA 17870-1164, 570-372-4157; or the director of the Department of Education, Washington, D.C.

**Catalog Information.** This catalog is not to be considered an offer to enter into a contract or a contractual agreement between the university and the student or between the professor and the student. While frequent changes are not probable, the administration reserves the right to make any changes it deems necessary and acknowledges that under certain circumstances special activities of the university or part of the university community might impinge upon the normal academic schedule. All students are responsible for adherence to the university's rules, regulations and procedures, whether published in this catalog, the *Student Handbook* or other official media.

#### **Key to Abbreviations**

CC = Central Curriculum

GPA = grade point average

S = Satisfactory

SH = semester hours

U = Unsatisfactory

# TABLE OF CONTENTS

- Academic Calendar..... 4
- Elements of a Susquehanna Education ..... 6
- Schools..... 16
- Majors and Minors ..... 18
- Courses of Study..... 22
- Academic Policies and Regulations..... 174
- Campus Life, Student Services and Facilities ..... 181
- Admission to Susquehanna ..... 189
- Costs and Financial Aid ..... 193
- Directories..... 200
- Index ..... 214

# Academic Calendar

## Fall 2014

Aug. 21, Thursday	Welcome Week begins, Opening Convocation.
Aug. 25, Monday	Classes begin, 8 a.m.
Aug. 25-26, Monday-Tuesday	Check-in and registration confirmation.
Sept. 2, Tuesday	Course drop/add deadline. Students who <b>add</b> a course after this date are subject to a \$25 late-change fee. Last day to declare S/U option for a first 7-week course. Last day to declare a course audit.
Sept. 3, Wednesday	Regular withdrawal deadline for a first 7-week course. Last day to cancel S/U option for a first 7-week course.
Sept. 5, Friday	Last day to declare S/U option in a 14-week course.  Regular withdrawal deadline for a 14-week course. Last day to cancel S/U option for a 14-week course.
Sept. 12, Friday	Regular withdrawal deadline for a first 7-week course (new first-year students only). <b>IT IS NOT POSSIBLE TO HAVE A REGULAR WITHDRAWAL FROM A COURSE AFTER THIS DEADLINE BY PAYING A LATE FEE.</b>
Sept. 26, Friday	Late withdrawal deadline for a first 7-week course.
Oct. 3, Friday	Regular withdrawal deadline for a 14-week course (new first-year students only).
Oct. 10, Friday	Mid-term break begins, 4:05 p.m.; end of first 7-week courses.
Oct. 15, Wednesday	Mid-term break ends, 8 a.m.; start of second 7-week courses.
Oct. 23, Thursday	Drop/add deadline for a second 7-week course. Students who add a course after this date are subject to a \$25 late-change fee. Last day to declare S/U option for a second 7-week course.
Oct. 24, Friday	Regular withdrawal deadline for a second 7-week course. Last day to cancel S/U option for a second 7-week course.
Oct. 27-Nov. 4, Monday-Tuesday	2015 spring semester registration.
Oct. 31, Friday	Late withdrawal deadline for 14-week courses.
Nov. 5, Wednesday	Regular withdrawal deadline for a second 7-week course (new first-year students only).
Nov. 18, Tuesday	Late withdrawal deadline for a second 7-week course.
Nov. 25, Tuesday	Thanksgiving recess begins, 10 p.m.
Dec. 1, Monday	Classes resume, 8 a.m.
Dec. 5, Friday	Classes end, 4:05 p.m.
Dec. 6-7, Saturday-Sunday	Reading days.
Dec. 8-11, Monday-Thursday	Final examinations.

# Spring 2015

Jan. 12, Monday	Classes begin, 8 a.m.
Jan. 12-13, Monday-Tuesday	Check-in and registration confirmation. Drop/add period ends.
Jan. 20, Tuesday	Students who <b>add</b> a course after this date are subject to a \$25 late-change fee. Last day to declare S/U option for a first 7-week course. Last day to declare a course audit.
Jan. 21, Wednesday	Regular withdrawal deadline for a first 7-week course. Last day to cancel S/U option for a first 7-week course.
Jan. 23, Friday	Deadline to declare S/U option for a 14-week course. Regular withdrawal deadline for a 14-week course.
Jan. 30, Friday	Last day to cancel S/U option for a 14-week course. <b>IT IS NOT POSSIBLE TO HAVE A REGULAR WITHDRAWAL FROM A COURSE AFTER THIS DEADLINE BY PAYING A LATE FEE.</b>
Feb. 13, Friday	Late withdrawal deadline for a first 7-week course.
Feb. 27, Friday	Spring recess begins, 4:05 p.m.; end of first 7-week courses.
March 9, Monday	Classes resume, 8 a.m.; start of second 7-week courses.
March 17, Tuesday	Last day to add a second 7-week course; last day to declare S/U option for a second 7-week course.
March 18, Wednesday	Regular withdrawal deadline for a second 7-week course. Last day to cancel S/U option for a second 7-week course.
March 19-March 27, Monday-Friday	2015 fall semester registration.
March 31, Tuesday	Late withdrawal deadline for a 14-week course.
April 2, Thursday	Easter break begins, 10 p.m.
April 7, Tuesday	Easter break ends, 8 a.m.
April 10, Friday	Late withdrawal deadline for a second 7-week course.
April 28, Tuesday	Classes end, 4:05 p.m.; <b>classes meet according to Friday schedule.</b>
April 29, Wednesday	Reading day.
April 30-May 4, Thursday-Monday	Final examinations.
May 10, Sunday	Baccalaureate service/Commencement.

## Late withdrawal policy

Students are allowed to take a late withdrawal from a total of 12 semester hours of coursework during their Susquehanna career. To take advantage of this late withdrawal option, students must complete and return to the registrar's office the Late Withdrawal Approval form (available at the registrar's office).

# Elements of a Susquehanna Education

There are three major elements of coursework at Susquehanna:

- The **Central Curriculum** forms the broad liberal arts base in preparation for specialized study in any field. Central Curriculum courses are spread over four years and total about 40 percent of the graduation requirements.
- **Major programs** build on the Central Curriculum foundation and usually total one-third of courses taken. Majors are designed to provide a broad introduction to the theory and practice of each field; students may choose departmental, interdisciplinary or self-designed majors. Each student must complete a capstone course in the major (see majors list on page 18).
- **Electives** typically make up the remaining coursework. These may be used to pursue one or more minors or a second major, to work in an internship, or simply to develop individual interests that may expand career options.

## Central Curriculum

Susquehanna's Central Curriculum, which is required of all students, embodies the university's vision of our students as confident, liberally educated people who are committed to the ongoing processes of cross and multidisciplinary education, who are capable of thinking not only in terms of their major area, but from the perspectives of other disciplines as well, and who bring together all facets of their educational experience in order to frame a way of thinking about their vocations, their major area of study, and their lives as a means to achievement, leadership and service in the world.

The Central Curriculum is designed to develop in students an awareness of:

- The richness of human thought and expression.
- The ways humans have sought to explain the natural world.
- The breadth of human interactions throughout the world, across time and into the present, and of the belief systems, values and practices through which those interactions are manifested.

The Central Curriculum is intended to provide students with the ability to:

- Think creatively and critically in order to analyze issues and make effective decisions.
- Incorporate the methods of analysis from a range of academic disciplines in the natural and social sciences and humanities to understand and solve problems and explore conflict.
- Listen effectively and articulate an informed opinion and argument orally and in writing.
- Gather and evaluate information.
- Work effectively with a team to analyze and solve problems.
- Function with professional competency in a chosen discipline.
- Understand that problems often elicit complex, conflicting and ambiguous responses.

The Central Curriculum is designed to foster in students:

- Knowledge of the limits and contexts of their own experience and the ability to value the different experiences of others.
- The ability to examine their own strengths and weaknesses critically and realistically.
- Willingness to strive for responsible actions personally and interpersonally.

The Central Curriculum is intended to lead students to possess an integrated sense of personal ethical responsibility focused on their:

- Interaction with the natural environment.
- Continued growth and development as contributing members of a number of communities within human society.
- Recognition and understanding of the diversities of human experience.
- Commitment to an ongoing development of the life of the mind.

## Central Curriculum Structure

### Section 1. Richness of Thought

4 semester hours in Analytical Thought

4 semester hours in Literary Expression

4 semester hours in Artistic Expression

Among the goals of the Richness of Thought area are teaching students to debate the definitions of literary text, canon(s) and the relationship between them; to abstract a problem into a symbolic or mathematical model or framework; and to articulate

an understanding of the ways in which art can serve as a medium for recognizing and understanding the diversities of human experiences.

### **Section 2. Natural World**

4 semester hours in Scientific Explanations

On completing the Natural World requirement, students should be able to describe the philosophical underpinnings of science as it is used to explain the natural world and to evaluate the validity of information presented as science.

### **Section 3. Human Interactions**

4 semester hours in Social Interactions

4 semester hours in Historical Perspectives

4 semester hours in Ethics

0–8 semester hours (depending on placement) in a language other than English

4 semester hours in Ethics Intensive courses

The extensive objectives of this area of the Central Curriculum include leading students to demonstrate they can understand and evaluate how the methods of analysis from the social sciences are used to identify issues and explore conflict within a contemporary context; to describe the way past events and trends are relevant to the present; to articulate the implications of ethical questions for human life; and to compare and contrast another language and culture with their own.

### **Section 4. Intellectual Skills**

2 semester hours in Perspectives

4 semester hours in Writing and Thinking

8 semester hours in Writing Intensive courses

4 semester hours in Oral Intensive courses

4 semester hours in Team Intensive courses

Through this area of the Central Curriculum, students should learn core intellectual skills, such as working together in a team to analyze and solve problems and developing, strengthening, and marshaling an argument, both orally and in writing.

### **Section 5. Connections**

4 semester hours in Diversity

4 semester hours in Interdisciplinary

4 semester hours in Diversity Intensive courses

An off-campus Cross-Cultural experience that may or may not bear credit, depending on the specific experience selected by the student

2 semester hours in a Cross-Cultural seminar, to be taken after the student returns from the Cross-Cultural experience

Their study in this area of the Central Curriculum should lead students to a fundamental understanding of multiple theories and principles of diversity; to demonstrate a complex understanding of culture; to show an appreciation of how different academic disciplines can supplement and reinforce one another; and to reflect on their personal growth, social

responsibility and the value of active participation in human society.

Courses satisfying Central Curriculum requirements also may be counted toward majors and minors. The Diversity course may cross-count with any one non-Intensive course and up to two Intensive courses within the Central Curriculum, merging the requirements for both into a single course offering (e.g., ANTH:413 Race, Ethnicity and Minorities satisfies the Diversity requirement, the Social Interactions requirement, the Oral Intensive requirement and the Writing Intensive requirement). Similarly, the Interdisciplinary course may cross-count with any one non-Intensive and up to two Intensive courses within the Central Curriculum. In addition to satisfying other requirements, an appropriately designated course in the Central Curriculum also may be counted toward one or two Intensive requirements.

## **Central Curriculum Courses**

Courses currently approved for the Central Curriculum are listed below.

### **Analytical Thought**

CSCI:151	Introduction to Programming
CSCI:181	Principles of Computer Science
MATH:108	Introduction to Statistics
MATH:111	Calculus I
MATH:112	Calculus II
MATH:201	Linear Algebra
MATH:221	Discrete Structures
MGMT:202	Business Statistics
PHIL:111	Introduction to Logic
PHIL:213	Symbolic Logic
PSYC:123	Statistics for the Behavioral Sciences

### **Literary Expression**

ENGL:200	Literature and Culture
ENGL:205	Literature Studies
ENGL:220	Studies in Literatures of the Americas, Colonial to 1865
ENGL:225	Studies in Literatures of the Americas, 1865 to Present
ENGL:230	Studies in Literatures of the British Commonwealth, Medieval to Renaissance
ENGL:233	Studies in Literatures of the British Commonwealth, Jacobean to Augustan
ENGL:235	Studies in Literatures of the British Commonwealth, Romantic to Modernist
ENGL:245	Studies in Comparative Literatures of the Americas
ENGL:250	World Literature
ENGL:255/ JWST:255	Jewish Literature
ENGL:265	Forms of Writing

RELI:103 The New Testament  
 THEA:200 Introduction to Dramatic Literature

**Artistic Expression**

ARTH:101 Introduction to Art History I  
 ARTH:102 Introduction to Art History II  
 ARTH:205 Greek and Roman Art  
 ARTH:211 Survey of Non-Western Art  
 ARTH:306 Renaissance Art History  
 ARTH:309 19th-Century Art History  
 ARTH:310 Modernism and the Avante-garde  
 ARTH:313/ Women in Art  
 WMST:313  
 EDUC:300 Arts in Education  
 ENGL:290 Aesthetics and Interpretation  
 FILM:150 Introduction to Film  
 FILM:220 International Film  
 MGMT:133 British Theatre  
 MUSC:101 Introduction to Music  
 MUSC:102 A Study of Jazz  
 MUSC:130 Rock Music and Society  
 MUSC:215/ Music in Christian Rituals  
 RELI:215  
 MUSC:250 Music of the Classic and Romantic Eras  
 PHIL:235 Aesthetics  
 THEA:152 Understanding Theatre  
 THEA:252 Survey of Western Theatre  
 THEA:253 Identity and Representation in Non-Western Theatre  
 WRIT:240 Introduction to Genre Writing when the topic is Experimental Writing  
 WRIT:270 Small Press Publishing and Editing

**Scientific Explanations**

BIOL:010 Issues in Biology  
 BIOL:020 Human Sexuality and Reproduction  
 BIOL:101 Ecology, Evolution and Heredity  
 CHEM:100 Trends in Chemistry  
 CHEM:101 General Chemistry I  
 CHEM:103 General Chemistry I Teams  
 CHEM:111 General Chemistry I Teams WS  
 ECOL:100 Introduction to the Science of Ecology  
 EENV:101 Environmental Science  
 EENV:102 Environmental Hazards  
 EENV:103 Earth System History  
 EENV:104 Weather and Climate  
 EENV:105 Energy and the Environment  
 EENV:213 Oceanography  
 INTD:320 The Sciences  
 NEUR:101 Introduction to Neuroscience  
 PHYS:100 Astronomy and Classical Physics  
 PHYS:105 Independent Thought and Explorations in Physics  
 PHYS:108 Physics of Music  
 PHYS:204 Introductory Physics I

**Social Interactions**

ANTH:152 Public Culture  
 ANTH:162 Introduction to Anthropology  
 ANTH:220/ Magic, Witchcraft and Religion  
 RELI:220  
 ANTH:311 Regulating Bodies: Food, Sex, Drugs and the Economy  
 ANTH:360/ Religious Fundamentalisms in the Modern  
 RELI:360 World  
 ANTH:413/ Race, Ethnicity and Minorities  
 SOCI:413  
 COMM:191 Interpersonal Communication  
 ECON:105 Elements of Economics  
 ECON:201 Principles of Macroeconomics  
 ECON:202 Principles of Microeconomics  
 EDUC:240 Cognition and Classroom Learning  
 EDUC:250/ Educational Psychology  
 PSYC:250  
 POLI:111 American Government and Politics  
 POLI:121 Comparative Government and Politics  
 POLI:131 World Affairs  
 POLI:133 World Affairs: Statecraft  
 PSYC:101 Principles of Psychology  
 SOCI:101 Principles of Sociology  
 SOCI:102 Social Problems  
 WMST:100 Introduction to Women's Studies

**Historical Perspectives**

ANTH:400 History of Anthropological Theory  
 HIST:111 U.S. History to 1877  
 HIST:112 U.S. History Since 1877  
 HIST:131 Europe 800–1648  
 HIST:132 Europe 1648–Present  
 HIST:151 Traditional East Asia  
 HIST:152 Modern East Asia  
 HIST:171 African Civilization  
 HIST:172 Early Modern Africa  
 HIST:180 Latin America, 1492–1825  
 HIST:181 Latin America, 1825–Present  
 MUSC:245 Music of Medieval, Renaissance and Baroque Eras  
 RELI:209 The Bible and Archaeology  
 RELI:312 Church History: Early and Medieval  
 RELI:313 Church History: 1500 to the Present  
 THEA:254 African-American Theatre History

**Ethics**

MGMT:369 Values, Ethics and the Good Life  
 PHIL:101 Problems in Philosophy  
 PHIL:105 Philosophy of Love and Desire  
 PHIL:122 Resolving Moral Conflicts  
 PHIL:125 Justice  
 PHIL:150 Everyday Ethics  
 PHIL:222 Advanced Ethical Theory  
 RELI:101 Introduction to Religious Studies

RELI:102	Applied Biblical Ethics
RELI:107	Faiths and Values
RELI:115/ JWST:115	Jewish Philosophy and Ethics
RELI:208	Buddhism
RELI:235	Environmental Ethics
RELI:315	Being Awesome at Life
RELI:318	Daoist and Confucian Ethics

### Language

Completion through the 102/104 level of any language other than English

### Ethics Intensive

ACCT:210	Legal Environment
ARTH:412	Contemporary Art
BIOL:300	Developmental Biology
BIOL:301	Developmental Biology Lab
CHEM:300	Topics in Chemistry when the topic is Forensic Chemistry
COMM:201	Ethics and Leadership
CSCI:235/ MATH:235	Artificial Life
EDUC:503	Classroom Management
EENV:213	Oceanography
ENGL:388	Publishing: Entertainment, Art, Politics, Ethics
ENGL:390	Special Themes and Topics when the topic is Race and Identity in U.S. Literature
HIST:300	History Methods
JWST:302/ PHIL:302	Philosophy in the Wake of the Holocaust
LANG:210/ OFFR:210	Crossing Cultures Through Literature
MUED:355	Music for Exceptional Children
PHIL:221	Applied Ethics
PHIL:223	Business Ethics
PHIL:224	Bioethics
PHIL:225	Just War Theory
PHIL:241	Ancient Philosophy
PHIL:255	Philosophy and the City: Plato's Republic and HBO's The Wire
PHIL:443/ POLI:443	Western Political Philosophy
POLI:205	Research Process and Data Analysis
PSYC:450	Introduction to Counseling
RELI:105	World Religions
RELI:117	Introduction to Asian Religions
RELI:305	Topics in Religion when the topic is Theology and Philosophy in the Fiction of C.S. Lewis
SOCI:235/ ANTH:235	Qualitative Research Methods
SOCI:245/ ANTH:245	Quantitative Research Methods
SOCI:316	Social Justice

### Perspectives

MGMT:102	Global Business Perspectives
PRDV:104	Perspectives

### Writing and Thinking

ENGL:100	Writing and Thinking
----------	----------------------

### Interdisciplinary

ACCT:210	Legal Environment
ARTH:313/ WMST:313	Women in Art
ANTH:237	Museums and Anthropology
ANTH:311	Regulating Bodies: Food, Sex, Drugs and the Economy
BIOL:010	Issues in Biology when the topic is Spice of Life
BIOL:020	Human Sexuality and Reproduction
BIOL:425/ CHEM:425	The Biochemistry of Nucleic Acids
BIOL:455	Neurons and Networks
BIOL:560	Interdisciplinary Explorations in Biology
CHEM:300	Topics in Chemistry when the topic is Medicinal Chemistry or Forensic Chemistry
COMM:318/ MGMT:318	Integrated Marketing Communications
COMM:481	Media Law
CSCI:200	Multi-agent Modeling in the Natural and Social Sciences
CSCI:235/ MATH:235	Artificial Life
ECON:338/ POLI:338	International Political Economy
EENV:242	Climate and Global Change
EENV:332	Sustainable Energy Resources
EENV:360	Geographic Information Systems
ENGL:190	Introduction to Modern Publishing
ENGL:290	Aesthetics and Interpretation
ENGL:381	Advanced Composition: Rhetoric and the Environment
ENGL:382	Reading/Writing/Teaching Difference
FRNC:460	Seminar on French and Francophone Literature, Culture and Film
HIST:335	Muslims, Christians and Jews in Medieval Spain
HIST:375	Piracy
HIST:381	Film and History
HIST:383	Popular Music and History in the 20th Century
HLCR:305	Eastern and Western Health Care
HLCR:370	Human Health and Disease
HONS:250	Thought and the Natural Sciences
INTD:201	International Studies Theory and Practice
INTD:320	The Sciences
MATH:203	Math and Music
MUED:355	Music for Exceptional Children
MUSC:215/ RELI:215	Music in Christian Rituals



PSYC:421	Directed Research	MUSC:245	Music of Medieval, Renaissance and Baroque Eras
RELI:201/ JWST:201	The Hebrew Bible	NEUR:511	Neuroscience Research II
RELI:207/ WMST:207/ JWST:207	Women in the Biblical Tradition	PHIL:243	Modern Philosophy
RELI:315	Being Awesome at Life	PHYS:306	Modern Physics
RELI:318	Daoist and Confucian Ethics	POLI:111	American Government and Politics
SOCI:210	Caribbean Culture and Society	POLI:501	Senior Seminar
SOCI:235/ ANTH:235	Qualitative Research Methods	SPAN:401	Advanced Spanish Language
SOCI:331	Social Control and Deviance	SPAN:445	Seminar in Peninsular Spanish Studies
SPAN:401	Advanced Spanish Language	SPAN:447	Seminar in Hispanic-American Studies
SPAN:445	Seminar in Peninsular Spanish Studies	THEA:151	Acting I
SPAN:447	Seminar in Hispanic-American Studies	THEA:251	Acting II
THEA:258	From Page to Stage	THEA:351	Acting III
THEA:453	Dramatic Theory and Criticism	<b>Team Intensive</b>	
WRIT:250	Introduction to Creative Writing	ANTH:237	Museums and Anthropology
WRIT:350	Intermediate Creative Writing	ANTH:311	Regulating Bodies: Food, Sex, Drugs and the Economy
<b>Oral Intensive</b>		ANTH:312/ JWST:312	History and Culture of Jewish Cuisines
ANTH:311	Regulating Bodies: Food, Sex, Drugs and the Economy	ARTS:402	Senior Portfolio
ANTH:413/ SOCI:413	Race, Ethnicity and Minorities	ARTG:451	Graphic Design Studio
ARTH:412	Contemporary Art	BIOL:010	Issues in Biology when the topic is Brain and Behavior, Human Heredity, or Spice of Life
BIOL:511	Student Research II	BIOL:101	Ecology, Evolution and Heredity
CHEM:505	Seminar	BIOL:201	Genetics
COMM:192	Public Speaking	BIOL:202/ ECOL:202	Systematic Biology
COMM:296	Dynamic Presentational Speaking	BIOL:424/ CHEM:424	The Biochemistry of Metabolism
CSCI:500	Senior Colloquium	BIOL:429/ CHEM:429	Biochemistry of Metabolism Laboratory
ECOL:511	Student Research II	CHEM:103	General Chemistry I Teams
EDUC:500,	Student Teaching Block	CHEM:104	General Chemistry II Teams
EDUC:501,	Preparation and Planning	CHEM:111	General Chemistry I Teams WS
EDUC:502,	Classroom Teaching	CHEM:112	General Chemistry II Teams WS
EDUC:503	Classroom Management	COMM:411	Public Relations/Corporate Communications Management
EENV:360	Geographic Information Systems	COMM:491	Team Communication
EENV:430	Chemistry of Natural Waters	CSCI:472	Software Engineering: Practicum
EENV:443	Tropical Meteorology	EDUC:400	Social Studies Methods: Early Childhood
ENGL:269	English Grammar and the Writing Process	EENV:220	Water Resources
ENGL:440	Independent Research: Issues in English Studies	ENGL:350	Authors when the topic is Shakespeare: Cultural Performances
FRNC:460	Seminar on French/Francophone Literature and Culture or Film	FRNC:301	Advanced Conversation and Phonetics
GERM:303	Introduction to Business German	GERM:202	Intermediate German II: Language and Culture
GERM:404	Multicultural German Literature	HIST:131	Europe, 800–1648
GERM:460	Seminar in German Studies	HIST:172	Early Modern Africa
GERM:461	German Theatre and Film	HIST:401	Collective Inquiry in History
HIST:410	Seminar in History	INFS:472	Management Support Systems
HLCR:370	Human Health and Disease	INTD:320	The Sciences
ITAL:460	Seminar in Italian Literature, Culture and Film	MGMT:102	Global Business Perspectives
ITAL:461	Seminar in Italian Language	MUSC:261	Theory III: Advanced Tonal Harmony
MATH:500	Senior Colloquium	MUSC:262	Theory IV: Form and Analysis
MGMT:102	Global Business Perspectives		
MGMT:400	Business Policy and Strategy		

PHYS:204	Introductory Physics I (Calculus-based section only)	SOCI:202	Black Feminism I
POLI:133	World Affairs: Statecraft	SOCI:300	Black Feminism II
POLI:211/ WMST:211	Women and U.S. Politics	THEA:253	Identity and Representation in Non-Western Theatre
POLI:215	Law and Politics	THEA:254	African-American Theatre History
PSYC:243	Drugs, Society and Behavior	WMST:100	Introduction to Women's Studies
PSYC:421	Directed Research		
RELI:102	Applied Biblical Studies	<b>Cross-Cultural</b>	
RELI:235	Environmental Ethics		GO Short programs and reflection courses for other cross-cultural experiences may be found in the Cross-Cultural Courses section of the Special Programs section of the catalog.
SOCI:316	Social Justice	<b>Diversity Intensive</b>	
THEA:101	The Fall Musical	ANTH:222	Life During Wartime
THEA:102	Student-directed Production	ANTH:341/ SOCI:341	Family and Kinship
THEA:103	Spring Production	ARTH:313/ WMST:313	Women in Art
THEA:104	Advanced Acting Workshop	BIOL:020	Human Sexuality and Reproduction
THEA:142	Stagecraft	BIOL:157/ WMST:250	The Biology of Women
THEA:143	Scenic Production	BIOL:201	Genetics
THEA:144	Costume Technology	COMM:201	Ethics and Leadership
WRIT:250	Introduction to Creative Writing	ECON:373	Political Economic Thought
WRIT:350	Intermediate Creative Writing	EDUC:260	Introduction to Special Education
<b>Diversity</b>		EENV:213	Oceanography
ANTH:152	Public Culture	EENV:383	Soil Science
ANTH:162	Introduction to Anthropology	ENGL:265	Forms of Writing
ANTH:220/ RELI:220	Magic, Witchcraft and Religion	ENGL:382	Reading/Writing/Teaching Difference
ANTH:227	Native America North of Mexico	ENGL:390	Special Themes and Topics when the topic is Race and Identity in U.S. Literature
ANTH:312/ JWST:312	History and Culture of Jewish Cuisines	FRNC:202	Intermediate French II: Language and Culture
ANTH:413/ SOCI:413	Race, Ethnicity and Minorities	GERM:202	Intermediate German II: Language and Culture
ARTH:211	Survey of Non-Western Art	HIST:112	U.S. History Since 1877
COMM:194	Intercultural Communication	HIST:180	Latin America, 1492-1825
COMM:471	Critical Analysis of Emerging Media	HIST:181	Latin America, 1825-Present
DIVS:100	Introduction to Diversity Studies	HIST:314	African-American History
ENGL:245	Studies in Comparative Literatures of the Americas	HIST:316	Making a Multicultural United States
ENGL:255/ JWST:255	Jewish Literature	HIST:323	History of American Medicine
HIST:258	Modern China	HIST:335	Muslims, Christians and Jews in Medieval Spain
HIST:389	Enlightenment and Revolution	HIST:361	Global Migrations in Modern World History
HIST:390	Topics in History when the topic is Asian	HONS:240	Thought and Social Diversity
	American History: 1850-Present	MGMT:360	Management and Organizational Behavior
MGMT:134	British History/Culture London	MGMT:468/ WMST:380	Women in Organizations
PHIL:255	Philosophy and the City: Plato's Republic and HBO's The Wire	MUSC:102	A Study of Jazz
POLI:121	Comparative Government and Politics	MUSC:152	Survey of World Music
PSYC:334/ WMST:334	Psychology of Gender	MUSC:215/ RELI:215	Music in Christian Rituals
PSYC:350	Psychology, Culture and Ethnicity	MUSC:350	20th century Music
RELI:101	Introduction to Religious Studies	PHIL:150	Everyday Ethics
RELI:107	Faiths and Values	PHIL:212/ WMST:200	Feminist Philosophy
RELI:113/ JWST:113	Introduction to Judaism	POLI:211/ WMST:200	Women and U.S. Politics
SOCI:101	Principles of Sociology		

WMST:211	
POLI:314	Diversity in American Politics
RELI:105	World Religions
RELI:117	Introduction to Asian Religions
RELI:201/	The Hebrew Bible
JWST:201	
RELI:207/	Women in the Biblical Tradition
WMST:207/	
JWST:207	
RELI:208	Buddhism
RELI:318	Daoist and Confucian Ethics
RELI:360/	Religious Fundamentalisms in the Modern
ANTH:360	World
SOCI:206	Gendered Bodies and Social Control
SOCI:210	Caribbean Culture and Society
SOCI:315	Social Stratification in Contemporary Society
THEA:200	Introduction to Dramatic Literature
THEA:453	Dramatic Theory and Criticism

### Capstone Courses

In addition to the Central Curriculum requirements, students must complete at least two semester hours in a capstone course as a part of the major program.

The capstone is designed to enrich students' academic experience by allowing them to demonstrate what has been learned through a concentrated course of study at Susquehanna.

### Courses fulfilling the Capstone requirement

ANTH:500	Seminar
ANTH:501	Independent Research
ARTS:402	Senior Portfolio
ARTH:403	Senior Thesis
ARTG:451	Graphic Design Studio
BIOL:501	Seminar in Biology
BIOL:510	Student Research I
BIOL:511	Student Research II
CHEM:500	Problems in Chemistry
COMM:411	Public Relations/Corporate Communications Management
COMM:435	Feature Writing
COMM:482	Professional Digital Multimedia Production
COMM:491	Team Communication
CSCI:472	Software Engineering: Practicum
CSCI:483	Compiler Theory
CSCI:500	Senior Colloquium
ECOL:511	Student Research II
ECON:499	Applied Research Methods
EDUC:501	Preparation and Planning
EDUC:502	Classroom Teaching
EDUC:503	Classroom Management
EDUC:600	Seminar
EENV:590	Environmental Internship
EENV:591	Environmental Internship Seminar
EENV:595	Research in Earth and Environmental Sciences

EENV:596	Research Seminar
EENV:597	Field Program
ENGL:440	Independent Research: Issues in Literature
FRNC:460	Seminar on French/Francophone Literature and Culture or Film
GERM:404	Multicultural German Literature
GERM:460	Seminar in German Studies
GERM:461	German Theatre and Film
HIST:410	Seminar in History
INFS:505	Capstone
ITAL:460	Seminar in Italian Literature, Culture and Film
ITAL:461	Seminar in Italian Language
MATH:500	Senior Colloquium
MGMT:400	Business Policy and Strategy
MUED:400	Student Teaching
MUSC:500	Recital
MUSC:506	Independent Study in Music
NEUR:510	Neuroscience Student Research I
PHIL:500	Directed Reading and Research
PHYS:550	Research Physics
POLI:501	Senior Seminar
PSYC:421	Directed Research
RELI:500	Capstone
SOCI:500	Seminar
SOCI:501	Independent Research
SPAN:445	Seminar in Peninsular Spanish Studies
SPAN:447	Seminar in Hispanic-American Studies
THEA:453	Dramatic Theory and Criticism
WRIT:550	Senior Writing Portfolio

## Cross-Cultural Programs Policies and Procedures

Susquehanna University offers a wide range of programs around the world to suit student interests, fields of study and foreign language preparation. The Global Opportunities (GO) programs fit into several categories: GO Long, GO Short and GO Your Own Way. There are many GO Short programs led by Susquehanna faculty and staff. They generally last two to four weeks during winter or summer break. GO Long programs are approved semester programs that are administered entirely by Susquehanna University or in close cooperation with study-away partners. The vast majority of students choose an approved Susquehanna GO program. However, students may attend other recommended programs or design their own cross-cultural experience during a semester break, GO Your Own Way, according to the policies described below.

At a minimum, to be eligible, students must be in good academic standing and not be on disciplinary probation. Susquehanna students normally do not study away before they have completed three semesters on campus. Specific programs may have additional requirements. Semester and short-term programs

administered by Susquehanna University require that students sign a statement of responsibility upon acceptance into the program. By signing, participants agree that their deposit is nonrefundable, and if they withdraw from the program any Susquehanna financial aid applied to their account will be withdrawn, and they will still be billed for costs that have been incurred for them, such as airfare, program housing, etc. This may result in responsibility for the full cost of the program, regardless of the amount of aid they may have initially been awarded.

Students who receive need-based aid to fulfill the cross-cultural requirement on a short-term program will see a reduction in Susquehanna aid available for subsequent semester study away. Students who have received Susquehanna aid for a semester-length program will not be eligible for need-based aid to participate in subsequent short-term programs.

Susquehanna University accepts study-away credit for transfer only from programs covered in these policies.

International students who are issued a visa to attend Susquehanna may count their time on campus as their GO program. They must still register for a cross-cultural reflection course in order to complete the requirement.

The university reserves the right to change these policies without notice.

## Semester (GO Long) Programs

1. Susquehanna GO Long programs are found on the Susquehanna study away Web page. Students submit applications for all semester programs to the Office of Cross-Cultural Programs by the Susquehanna deadlines. Pre-approval from the appropriate Susquehanna department chair(s) must be secured for courses taken off-campus that will fulfill major or minor requirements at Susquehanna and pre-approval from the university's Curriculum Committee must be secured for courses taken off-campus that will fulfill Central Curriculum requirements. Students also must complete a required waiver and other forms before leaving campus.
2. Students will be charged Susquehanna University tuition, activity, health and study-away administrative fees during the semester in which they study off campus in an approved Susquehanna GO Long program. Students will be billed by Susquehanna University for the study-away program room fee (and board when applicable). Some programs have additional fees, which will be billed directly to the student by the program. In addition, each student will, upon acceptance to a study-away program, be required to pay a deposit directly to the program. In order for the student to participate in study away, the university requires that all accounts be current.
3. Students in Susquehanna GO Long study-away programs who are U.S. citizens or permanent residents will be eligible

for most forms of financial aid and scholarships, ordinarily limited to one semester of off-campus study. To access need-based financial aid for off-campus study, students must:

- a. Complete the standard financial aid application, meeting university deadlines;
  - b. Provide documentation of all expenses they expect to incur in studying away from Susquehanna, including transportation, room, board and other academically required costs; and
  - c. Meet or exceed the required grade point average and satisfactory academic progress requirements for renewal of scholarship assistance and/or need-based financial aid.
4. Most forms of Susquehanna-sponsored scholarship assistance will continue to be available to students in approved Susquehanna GO Long programs. Exceptions include all tuition exchange awards. However, tuition exchange awards may be used for study in Susquehanna-administered study-away programs, including Washington Internship Semester, SWSB London, SU in London, SU in Africa: The Gambia and SU in China: Macau.
  5. Occasionally students may find that for specific academic reasons they prefer to study off campus at a program not on the list of approved Susquehanna GO Long programs. Susquehanna provides a list of other recommended programs for consideration in these cases. Some students may choose to spend a second semester on an Susquehanna GO Long program. In either case, no Susquehanna aid is available; however, state and federal aid may continue to be available. Credit may only be transferred from these programs for courses pre-approved in advance by the appropriate department heads and/or the university Curriculum Committee as described above. Fees vary by program and there is an additional administrative fee.

## Short-Term (GO Short) Programs

1. Students planning short-term study away typically choose from the wide variety of Susquehanna GO Short programs (list available on the Susquehanna study away Web page and in the Special Programs section of the catalog) or may propose to attend a non-Susquehanna program (see SU GO Your Own Way below).
2. Students are not permitted to participate in online courses during the duration of the travel portion of the GO Short program.
3. Need-based aid may be available for students attending a Susquehanna GO Short program to fulfill the Cross-Cultural requirement. To access need-based financial aid for off-campus study, students must:
  - a. Complete the standard financial aid application, meeting university deadlines;
  - b. Provide documentation of all expenses they expect to incur in studying away from Susquehanna, including

- transportation, room, board and other academically required costs; and
  - c. Meet or exceed the required grade point average and satisfactory academic progress requirements for renewal of scholarship assistance and/or need-based financial aid. NOTE: Most forms of Susquehanna-sponsored scholarship assistance (non-need-based aid) are not available to students on Susquehanna GO Short programs because these programs take place outside the traditional academic calendar.
4. Students will be charged specific program fees for participation in any Susquehanna GO Short program. These fees vary according to the location, duration and type of program. In addition, each student will, upon acceptance to an Susquehanna GO Short program, be required to pay a nonrefundable deposit. That deposit will be credited to the program fee billed by Susquehanna University. In order for the student to participate in study away, the university requires that all accounts be current.
3. GO Your Own Way students are billed a study-away administrative fee. Students participating in non-SU short-term programs operated by programs found on the SU-approved GO Long list will be billed for GO Your Own Way fees by Susquehanna. Students on all other programs pay all deposits and fees directly to that program. Students completing self-designed cross-cultural experiences pay all expenses directly as needed.

## SU GO Your Own Way

1. Self-designed cross-cultural experiences during winter or summer break must be approved in advance by the Office of Cross-Cultural Programs in order to serve as a prerequisite for the SU Cross-Cultural Reflection requirement. Examples include internships, volunteer service, independent study in a cross-cultural setting and participation in a non-SU short-term study-away program. Appropriate Susquehanna department chair(s) pre-approval is required for courses taken on a non-SU study-away program that will fulfill major or minor requirements at Susquehanna. Pre-approval from the university's Curriculum Committee must be secured for courses taken off campus that will fulfill Central Curriculum requirements. Students also must complete required waiver and other forms before leaving campus. Guidelines for proposing a self-designed experience are available in the Office of Cross-Cultural Programs.
2. Limited need-based aid may be available to attend non-SU short-term programs. To access need-based financial aid for off-campus study, students must:
  - a. Complete the standard financial aid application, meeting university deadlines;
  - b. Provide documentation of all expenses they expect to incur in studying away from Susquehanna, including transportation, room, board and other academically required costs; and
  - c. Meet or exceed the required grade point average and satisfactory academic progress requirements for renewal of scholarship assistance and/or need-based financial aid. NOTE: Most forms of SU-sponsored scholarship assistance (non-need-based aid) are not available to students on SU GO Short programs because these programs take place outside the traditional academic calendar.

# Schools

## School of Arts and Sciences

The School of Arts and Sciences offers the majority of academic majors, spanning traditional liberal arts areas to professional programs. With emphases on critical thinking, written and oral communication, and experiential learning paired with rigorous academic expectations, students will determine and accomplish their goals. Traditional outcomes for majors within the school include professional employment opportunities, admittance to top graduate schools and professional schools (law, medicine or related fields), and a variety of postgraduate opportunities. The programs of study in the school focus on collaborative learning and scholarship, application of theory, and professional discipline.

## The Sigmund Weis School of Business

**The Degree Programs.** The Sigmund Weis School of Business offers the Bachelor of Science degree with majors in accounting, economics and business administration. Business administration majors also select an emphasis in an area of interest from the following: entrepreneurship, finance, global management, human resource management and marketing. Students also may substitute the minor in information systems for an emphasis. For details, please see the management department section on page 103. All majors in the Sigmund Weis School complete the university Central Curriculum courses, the business foundation courses that are described in the next section and courses required for the major or emphasis. The school also offers a major in information systems leading to a Bachelor of Arts degree.

Students who do not enter the university as majors in business may apply to transfer to the Sigmund Weis School from other majors within the university. For students transferring within the university, the requirements for consideration of admission to the Sigmund Weis School are good academic standing and approval of the appropriate department head.

The academic programs for the first two years are very similar for each of the three majors. This allows students in the Sigmund Weis School to wait until their second year to decide on their majors, though many choose their majors earlier.

**Business Foundation Courses.** All majors in the Sigmund Weis School must complete the 58-60 semester hours of business foundation courses on page 16. In addition, they must complete those courses specific to their majors or academic emphases. Foundation courses comprise a critical basis for the study and

understanding of business, no matter where a student's interests and career path may lead. No grade below a C- will be accepted toward graduation for foundation courses; upon earning a grade below C- in a foundation course, the student must retake the course the next semester in which it is offered. The course descriptions listed later in the catalog identify prerequisites, and these suggest a certain degree of order in completing the foundation. In addition to the foundation, first-semester business students enroll in MGMT:102 Global Business Perspectives (four semester hours), which provides an introduction to liberal studies and college life, as well as an overview of business functional areas, career opportunities and the Sigmund Weis School curriculum. This course satisfies the Perspectives requirement of the Central Curriculum.

## Business Foundation Courses

semester hours

### Year 1

- 4 ECON:201 Macroeconomics (also fulfills the university Central Curriculum requirement for Social Interactions)
- 4 ECON:202 Microeconomics
- 2 PRDV:100 Using Computers
- 4 MGMT:202 Business Statistics or MATH:108 Introduction to Statistics or PSYC:123 Statistics for the Behavioral Sciences (also fulfills the Central Curriculum requirement for Analytical Thought)

### Year 2

- 4 INFS:174 Database Systems Analysis and Design
- 4 ACCT:200 Financial Accounting
- 4 ACCT:210 Legal Environment
- 4 MGMT:203 Quantitative Methods for Business and Economic Decisions
- 4 MGMT:280 Marketing
- 2 PRDV:105 Introduction to Professional Development

### Year 3

- 4 ACCT:330 Cost Management
- 4 MGMT:340 Corporate Financial Management
- 4 MGMT:360 Management and Organizational Behavior

### Year 4

- 4 INFS:472 Management Support Systems
- 4 MGMT:400 Business Policy and Strategy
- 2 or 4 MGMT:404 Business and Social Responsibility or PHIL:223 Business Ethics

**Prerequisite Requirements.** A student must earn a grade of C- or better in all listed prerequisite courses.

**Internship.** An internship is an experiential opportunity that may be undertaken in a business, government or nonprofit organization. An internship can be completed either for academic credit or not for academic credit. Enrolling for internship credit includes coordination by a faculty member and by the host organization supervisor. For further information, please consult with the associate director of experiential education and employer relations in the Career Development Center.

Internships typically provide exposure to career options, a valuable frame of reference for coursework and, most important, an experience base that is a significant competitive advantage for graduates in seeking employment. Increasingly, employers use internships as extended interviews and restrict career-entry offers largely to the internship pool. The Sigmund Weis School strongly encourages an internship or equivalent work experience for all students before the senior year. Students may identify their own internship opportunities or request assistance from the associate director of experiential education and employer relations in the Career Development Center. The school, through the Stein Fellowship Program, also offers international internship opportunities each summer; these cover all expenses and include a stipend.

**The London Program.** The Sigmund Weis School of Business offers a semester in London program exclusively for junior business majors. Courses are taught by Sigmund Weis School faculty and by adjunct faculty from the London academic community. Students earn a full semester of Susquehanna University credit, and the course offerings are designed for the normal junior-level schedule. Students pay regular on-campus tuition and receive round-trip air transportation to London and numerous field trips in the United Kingdom and continental Europe. Students participating in the London Program are required to complete a preparatory course during the semester before attending the London Program and a reflection course during the semester following attendance in the London Program.

**Minor Programs** in accounting, professional accounting, information systems, economics and business administration are described in the departmental catalog sections. The interdisciplinary minor in human resource management is described in the management department section. The international studies major with a concentration in international trade and development is described in the international studies section on page 97.

**Elective Courses for Non-Business Students.** Many students whose major fields of study are not in business choose to take business courses as electives. The Sigmund Weis School of Business welcomes these students and suggests the following courses: ECON:105 Elements of Economics, ACCT:200 Financial

Accounting, ACCT:210 Legal Environment, MGMT:202 Business Statistics, ACCT:310 Advanced Business Law and MGMT:280 Marketing. Please note that all students must satisfy course prerequisites. Also, students who have not declared either a major or minor in accounting or business administration may not take more than 20 semester hours of courses from the departments of management and accounting and information systems without permission from the dean of the Sigmund Weis School.

# Majors and Minors

## Majors offered at Susquehanna

### School of Arts and Sciences

#### Bachelor of Arts

- Anthropology
- Art History
- Chemistry
- Communications, *emphases in* —
  - Digital Multimedia (tracks in Broadcasting and Journalism)
  - Strategic Communications (tracks in Public Relations and Corporate Communications)
  - Communications Arts (tracks in Speech Communication, Communications Studies and teacher certification)
- Computer Science
- Creative Writing
- Earth and Environmental Sciences
- Economics, *emphases in* —
  - Financial Economics
  - General Economics
  - Global Economy and Financial Markets
- English
- French
- German
- Graphic Design
- History
- Italian
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Studio Art, *emphases in* —
  - Painting and Drawing
  - Photography
- Theatre, *emphases in* —
  - Performance
  - Production and Design

#### Bachelor of Music

- Composition
- Music Education
- Performance

#### Bachelor of Science

- Biochemistry
- Biology
- Chemistry
- Computer Science
- Earth and Environmental Sciences
- Elementary Education
- Physics
- Psychology

### Interdisciplinary

- Ecology
- International Studies B.A. *focus areas in* —
  - Asian Studies
  - Comparative Cultural Studies
  - Developing World Studies
  - Diplomacy
  - European Studies
  - International Trade and Development
  - Sustainable Development
- Neuroscience

### Sigmund Weis School of Business

#### Bachelor of Arts

- Information Systems

#### Bachelor of Science

- Accounting
- Business Administration, *emphases in* —
  - Entrepreneurship
  - Finance
  - Global Management
  - Human Resource Management
  - Information Systems
  - Marketing
- Economics

**Choosing a Major.** Some students declare their major when they enter Susquehanna. Many others prefer to wait and investigate a number of fields before deciding. Susquehanna welcomes and encourages these undeclared students. Students may pursue an “Undeclared” option for their first two years. During this time, faculty advisers, department heads and the Career Development Center can help them to choose or design a major that satisfies their interests and goals.

To ensure they can complete degree requirements within the normal four-year period of study, students must declare a major by the end of the sophomore year. Those seeking to enter programs leading to teacher certification must have a grade point average of 3.00 or better and secure the approval of the department. Those seeking to major in music must audition successfully with the music faculty before admission. Those seeking to major in creative writing must submit a portfolio (eight to 10 pages) of work to the creative writing faculty. Those seeking to major in studio art or graphic design must submit a portfolio to the art faculty.

**Departmental Majors** typically consist of eight to 12 courses, or 32 to 48 semester hours. Requirements may include courses from related disciplines. Music education, elementary education, graphic design, computer science, information systems, mathematics, ecology, biology, neuroscience, accounting and business administration require more than 48 semester hours; students choosing these majors should do so early and plan carefully to complete the requirements in four years. Students must complete at least half of their major coursework at Susquehanna. Unless it is explicitly stated otherwise in the section for that individual department, students must earn a grade of at least C- in a course to apply it to their major.

**Dual Majors.** Students pursue dual majors for a variety of reasons. Many have a strong interest in more than one field; others feel that a second major will better prepare them for their profession. Students seeking to declare a dual major must have the approval of both departments and plan their program with a faculty adviser from each. Because completing two majors is demanding, the university expects candidates to have a strong academic record. Most dual majors can be completed in four years, but additional time may be needed depending on the particular combination of majors proposed and the student's academic level when making this decision.

Students pursuing, within the same area ("area" to be designated by the four-letter introductory code, such as ENGL, WRIT, MATH, CSCI), two emphases, two majors, two minors, or a major and a minor may not apply the same course to two of these programs. If a student is earning an interdisciplinary minor, at least 16 semester hours of that minor must not be counted toward the student's major.

**Self-Designed Majors** must contain 48 to 60 semester hours from at least two different departments, with at least 28 semester hours from one core department. The student receives a primary adviser from this core department and a secondary adviser from one of the other departments from which a number of courses are taken for the major. Only grades of C- or higher may be used to satisfy the requirements for a self-designed major, and the student must have at least a 2.00 GPA in the major. Other degree requirements, such as the university Central Curriculum, remain in effect for students pursuing self-designed majors and should be included in the plan of study. The plan must be approved by the sponsoring departments and the dean of the school, with the proposal being signed by the primary adviser, secondary adviser and the department head of the sponsoring department.

**Accelerated Degree Options.** Most majors, with the exception of accounting, elementary education and music, adapt to Susquehanna's accelerated degree option, which allows highly motivated students to complete degree requirements in three or three and one-half years of study. For further details, see the academic regulations section on page 174 or contact the Office of Admissions.

## Academic Minors at Susquehanna

The major-minor combination often allows students to combine a field of study chosen for its appeal to their special interests with a field chosen for its practicality. Such combinations often broaden possible career outcomes. A minor can also represent a particular skill that may give students a competitive edge in the job market, such as proficiency in a foreign language.

Susquehanna offers more than 50 minors. Most consist of four to six courses, or 16 to 24 semester hours, of concentrated study in a specific field beyond the Central Curriculum requirement. Students who complete a minor will have it noted on their transcripts. If a student chooses an interdisciplinary minor, at least 16 semester hours of that minor must not be credited toward the student's major. Unless explicitly noted otherwise, a student must earn a grade of at least C- in a course in order to have it satisfy the requirements for a minor.

### School of Arts and Sciences

- Actuarial Science
- Advertising
- Anthropology
- Art History
- Biochemistry
- Biology
- Broadcasting
- Chemistry
- Computer Science
- Creative Writing
- Dance
- Earth and Environmental Sciences
- Economics
- English
- French
- German
- History
- International Relations
- Italian
- Journalism
- Mathematics
- Music Performance
- Music Technology
- Music Theory/Literature
- Philosophy
- Photography
- Physics
- Political Science
- Psychology
- Public Relations
- Publishing and Editing
- Religious Studies
- Sociology
- Spanish
- Speech Communication

Studio Art  
Theatre

### **Sigmund Weis School of Business**

Accounting  
Business Administration  
Economics  
Human Resource Management  
Information Systems  
Professional Accounting

### **Interdisciplinary Minors**

Asian Studies  
Diversity Studies  
Ecology  
Film Studies  
Health Care Studies  
International Studies, *focus areas in* —  
Asian Studies  
Comparative Cultural Studies  
Developing World Studies  
Diplomacy  
European Studies  
International Trade and Development  
Sustainable Development  
Jewish Studies  
Legal Studies  
Military Science  
Strategic Studies  
Women's Studies

## **Preprofessional Programs**

**Pre-engineering.** Students planning a successful career in engineering often choose physics as their major at Susquehanna and carefully select courses to prepare them for graduate school or employment in an engineering specialty: bioengineering, chemical, civil, computer, electrical and mechanical.

**Prelaw.** Susquehanna students have an excellent acceptance and achievement record at a wide variety of law schools across the country. To prepare for law school, the Law School Admission Council (LSAC) and the American Bar Association (ABA) do not recommend any one course of undergraduate study. Students from any major are accepted by and succeed in law school. The LSAC and ABA do recommend that students successfully complete a curriculum that will help them to develop their skills in oral and written communication, as well as their analytical reasoning ability. The prelaw program works with interested students to obtain internships in the law to provide them with experience that will help them to determine if the law is the right field of graduate study for them. A student's undergraduate GPA and LSAT score are important criteria in the law school admission process. To assist students preparing for postgraduate study in the law, Susquehanna University has an

innovative program that reimburses students for half the cost of taking an LSAT-preparation course to assist them in putting together the best possible law school application. Susquehanna University has a general articulation agreement with Capital University Law School that guarantees admittance to Susquehanna graduates who meet certain requirements. For information on this and other aspects of the prelaw program, contact the prelaw adviser, Associate Professor of Political Science Michele DeMary.

**Prehealth Professions Including Premedicine, Predental, Preveterinary and Others.** Susquehanna graduates successfully pursue advanced degrees in medicine, dentistry, veterinary medicine, optometry, chiropractic medicine, podiatry, physician assistant, doctor of physical therapy and doctor of pharmacy programs. In addition, Susquehanna graduates pursue advanced training in allied health fields, including occupational therapy and accelerated nursing programs. The Health Professions Advising Committee, chaired by Associate Professor of Health Care Studies and Biology Jan Reichard-Brown, coordinates the preparation of students for professional schools in these areas. Students receive career-specific advising, as well as assistance with arranging internship opportunities, professional test preparation, application preparation and school selection.

Demonstration of a strong level of competence in the natural sciences remains a uniform requirement for successful admission to medical school, dental school and other health professions programs. Most students pursue science majors such as biology, chemistry, biochemistry and psychology. However, students can pursue any major, provided they complete the science prerequisites, which commonly include at least two semesters of biology and one year each of general chemistry, organic chemistry, physics and, occasionally, one year of biochemistry or higher level math. Students should be cognizant that some health professional programs may require additional coursework, such as human anatomy and human physiology. Students need to consult the catalog descriptions pertaining to major or intended major to determine the recommended sequence of courses and how the required prehealth professions courses may fit into their program. Students are strongly encouraged to work with their academic adviser from within their department and to consult with the health professions adviser as they plan schedules and progress through their major. Candidates for professional schools must maintain high grade point averages and score well on profession-specific standardized tests. Susquehanna students most often take the MCAT, DAT, OAT and PCAT, usually in the spring of the junior year or early in the following summer. A test preparation course is highly recommended for students taking the MCAT and DAT, since these computer-based standardized examinations encompass content areas from the sciences, social science, mathematics and English language skills. In response to the intense nature of these exams and the level of preparation that is required, Susquehanna University developed an innovative program to reimburse students for half the cost of

taking an MCAT or DAT preparation course as part of their preparation for the application process. Students wishing to take advantage of this program should complete all prerequisite courses by the end of the academic year in which they are preparing for and taking the MCAT or DAT.

The third component of a successful application to a program in the health professions entails experience in the field and community service. Susquehanna students are encouraged to experience internships and volunteer opportunities during the academic year, as well as during vacations and breaks. Most students design their own experience by working jointly with the health professions adviser and the Career Development Center, or they take advantage of service-learning and travel options focusing on medicine offered through the university or other programs that have been screened by the health professions adviser. Sophomore and junior years are the ideal times for these internship experiences.

**Pre-ministry and Church Occupations.** Susquehanna has a special interest in preparing students for service in the church. This service can include the ordained ministry, parish work, diaconal ministry, social ministry and ministry in music. These career goals typically require graduate study.

Preparation for graduate theological study, ministry and church occupations includes academic instruction, spiritual maturation and experiential learning. Although students may major in any field, they are encouraged to emphasize the broadening aspects of the liberal arts. In addition, pre-ministerial students are advised to study a language likely to be spoken by those whom they may be called to serve (e.g., Spanish for those with an interest in ministry areas with significant Latino/Hispanic populations).

Susquehanna's historic relationship with the Lutheran Church (ELCA) attracts many students to its service, but graduates have also entered service in many other denominations. The university chaplain can give advice on the many options available in this area.

## Cooperative Programs

Susquehanna has established cooperative programs with several universities to expand opportunities for Susquehanna students. These programs allow interested students to pursue a special combination of liberal arts and professional studies. Cooperative candidates typically study in Susquehanna's liberal arts programs for two to three years. They then transfer to a more specialized university to earn a professional degree.

### **Allied Health Joint Programs with Thomas Jefferson**

**University.** Students earn a Bachelor of Science degree in nursing, bioscience technologies (biotechnology, cytotechnology or medical technology) or radiologic sciences by completing two years at Susquehanna followed by two years at Thomas Jefferson

University in Philadelphia. Students may also earn a Bachelor of Science/Master of Science degree in occupational therapy with two years of studies at Susquehanna followed by three years at Thomas Jefferson University. For information, contact Associate Professor of Biology Thomas Peeler.

**Dentistry.** Students complete three years of pre-dental preparation at Susquehanna University and, if accepted, continue their education at Temple University School of Dentistry for four more years. At the end of the fourth year, students earn their bachelor's degree from Susquehanna University, and at the end of the seventh year, a dental degree from Temple University.

**ROTC.** The Army's Reserve Officer Training Corps program prepares college graduates for entry-level positions within the United States Army. Many graduates serve for extended periods on active duty with the regular Army; others pursue civilian careers while serving part time in the Army Reserve or the National Guard. ROTC students are eligible for an academic stipend and scholarship assistance. Susquehanna participates in the ROTC program based at Bucknell University. Further information is available by contacting the Department of Military Science at Bucknell University at 570-577-1013.

# Courses of Study

## Accounting and Information Systems

### Accounting and Information Systems Faculty

**Professor Richard O. Davis** earned a J.D. from Fordham University and an LL.M. from Georgetown University. He is a CPA with several years of experience with the Internal Revenue Service. He specializes in taxation, particularly corporate tax issues, and also teaches Legal Environment. He serves as an adviser to the American Institute of CPAs (AICPA) and ABA Tax Committees and as a consultant to major public accounting firms.

**Professor Barbara McElroy**, department head, holds a Ph.D. from The Pennsylvania State University. She is a CPA and teaches financial, managerial and cost accounting courses. Her research interest are in the management accounting area and how accounting affects public policy.

**Associate Professor Jerrell W. Habegger** is the Allen C. Tressler Professor in Accounting. He earned his Ph.D. from Virginia Tech. He is a CPA with experience in both public accounting and industry. His teaching and research interests focus on financial accounting, auditing and accounting information systems. His current research focus is the integration of information technology into the accounting and business curriculum and its impact on teaching methodologies.

**Associate Professor Richard Orwig** holds a Ph.D. from the University of Arizona. He teaches courses throughout the information systems curriculum, and his current research interests are in collaborative modeling and business intelligence.

**Associate Professor John A. Pendley** holds a Ph.D. from the University of Georgia. He is a CPA and teaches auditing and financial accounting. His current research interests are in corporate disclosure on the Internet.

**Associate Professor James J. Pomykalski** holds a Ph.D. in systems engineering from the University of Virginia. His teaching interests are in business intelligence tools, intelligent agent systems, simulation and modeling, database design and Web-based system development. His research interests are in the design of information systems to enhance business and technical decision making.

**Lecturer Barbara Martin** earned her M.B.A. from St. Bonaventure University. She has extensive corporate and public accounting experience and has taught in the areas of managerial and financial accounting, as well as in corporate finance.

## Accounting Studies

### Learning goals:

- Understand and apply U.S. generally accepted accounting principles (GAAP).
- Recognize areas where U.S. GAAP and international financial reporting standards (IFRS) differ.
- Apply principles of budgeting and variance analysis to evaluate operational success.
- Analyze and evaluate business decisions using recognized methods.
- Understand and apply federal income tax principles and concepts.
- Understand specific technologies used to process accounting data and evaluate them from an auditing perspective.
- Understand the concept of internal control and evaluate internal control procedures over typical business processes.

**The 150-Hour Option.** The public accounting profession requires that in order to be eligible to become a member of the American Institute of CPAs, candidates must have completed at least 150 semester hours of college-level education. In addition, nearly all jurisdictions have incorporated this educational requirement into their professional licensing regulations. With careful planning, Susquehanna accounting majors are able to accumulate 150 semester hours by taking 18 hours per semester and doing for-credit summer internships. Students are advised to discuss their options with their academic advisers, since state requirements have minor differences.

**The Major in Accounting.** A major in accounting requires successful completion of the courses listed below. In addition accounting majors must successfully complete the business foundation courses on page 16, with the exceptions mentioned below:

### semester hours

2	ACCT:220 Introduction to Taxation
4	ACCT:301 Intermediate Accounting I
4	ACCT:302 Intermediate Accounting II
2	ACCT:305 Federal Taxation
4	ACCT:309 Accounting Information Systems
4	ACCT:420 Auditing
4	ACCT:430 Managerial Accounting Policy
4	PHIL:223 Business Ethics

To satisfy the major course requirements, courses must be completed with a grade of C- or better.

In completing the business foundation, two exceptions exist. First, accounting majors are required to substitute PHIL:223 Business Ethics for MGMT:404 Business and Social Responsibility in the business foundation. Second, accounting majors who begin the major in fall 2014 or later are not required to complete MGMT:390 Operations Management.

For the purposes of calculating the required 2.00 minimum GPA in the accounting major, the Accounting and Information Systems Department uses the following courses: ACCT:220 Introduction to Taxation, ACCT:301 Intermediate Accounting I, ACCT:302 Intermediate Accounting II, ACCT:305 Federal Taxation, ACCT:309 Accounting Information Systems, ACCT:330 Cost Management, ACCT:420 Auditing, ACCT:430 Managerial Accounting Policy and PHIL:223 Business Ethics. An accounting student must take at least 50 percent of these courses at Susquehanna.

**Minor in Accounting.** The minor in accounting has two purposes. It introduces liberal arts majors to career opportunities in the accounting profession, and it provides systematic study of accounting as a social science. The minor is not open to students pursuing a Bachelor of Science in business degree.

The minor in accounting requires completion of 26 semester hours, including ACCT:200 Financial Accounting, ACCT:210 Legal Environment, ACCT:300 Financial Statement Analysis, ACCT:301 Intermediate Accounting I, ACCT:330 Cost Management, either ECON:105 Elements of Economics or ECON:202 Principles of Microeconomics, and four additional semester hours of accounting courses. The department recommends that students pursuing a minor also complete a statistics course. No more than one grade lower than C- will be accepted in fulfillment of the minor requirements.

**Minor in Professional Accounting.** The minor in professional accounting is designed for those students who are pursuing a major within the Sigmund Weis School of Business and who would like to achieve a greater level of knowledge of professional accounting. The minor requires completion of 20 semester hours, including ACCT:220 Introduction to Taxation, ACCT:301 Intermediate Accounting I, ACCT:302 Intermediate Accounting II, ACCT:305 Federal Taxation, ACCT:420 Auditing and ACCT:430 Managerial Accounting Policy. The program is not available to students outside the Sigmund Weis School of Business.

## Accounting Courses

### **ACCT:200 Financial Accounting.**

Introduction to accounting for internal and external reporting. Emphasizes corporate financial accounting and reporting. Covers theoretical and practical issues related to the accounting and reporting of assets, liabilities, owners' equity, revenues, expenses, gains and losses. Emphasis is placed on the importance of financial accounting information for investment and credit decisions. Prerequisites: PRDV:100 or COMM:101 highly recommended; sophomore standing. 4 SH.

### **ACCT:210 Legal Environment.**

The legal environment as it relates to business. Considers essential elements of consumer protection law, employment law, environmental regulation, court procedures, torts, introduction

to contracts, agency law and selected laws regarding corporations. Prerequisite: Sophomore standing. 4 SH. CC: *Ethics Intensive, Interdisciplinary.*

### **ACCT:220 Introduction to Taxation.**

The objective of this course is to provide students with an initial background in federal income tax. The course builds an appreciation of federal income tax laws, as opposed to accounting principles and theory. It is designed to develop a fundamental knowledge of basic federal income tax principles and concepts. The course is also designed to qualify the student as a TCE (tax counseling for the elderly) volunteer. This program is offered in the spring and is not a course requirement. The TCE program is specifically targeted to the elderly and is offered at the Selinsgrove Senior Center. The topics discussed in this course include the following: gross income inclusions and exclusions, adjusted gross income, deductions, exemptions, filing status, sales and exchanges of property, the earned income credit, the credit for the elderly, education credits, and capital gains and losses. Pennsylvania taxes are also covered. Prerequisite: ACCT:200. 2 SH.

### **ACCT:300 Financial Statement Analysis.**

Study of the information contained in balance sheets, income statements, statements of cash flow, and footnotes in the annual reports of corporations. Includes analysis of the relationships and predictability of such information. The course includes case studies, computerized analyses and library research. Prerequisite: MGMT:340. 2 SH.

### **ACCT:301 Intermediate Accounting I.**

Covers the theoretical and conceptual framework of financial accounting and the content and usefulness of financial statements. Also provides in-depth coverage of the accounting and reporting issues related to operating activities of business enterprises. Special projects include case studies and position papers requiring research into pronouncements of the Financial Accounting Standards Board (FASB) and the International Accounting Standards Board (IASB). Prerequisites: ACCT:200 and junior standing. 4 SH.

### **ACCT:302 Intermediate Accounting II.**

Continuation of ACCT:301, emphasizing accounting and reporting issues for investing and financing activities of a business enterprise. Additional coverage of latest developments in financial accounting. Special projects include cases and position papers requiring research into pronouncements of the FASB and IASB. Prerequisite: ACCT:301. 4 SH.

### **ACCT:305 Federal Taxation.**

This course is a continuation of ACCT:220 Introduction to Taxation. It emphasizes tax research through the use of RIAs Checkpoint and LexisNexis. The students also learn how to prepare tax returns using a computerized tax return preparation program such as TurboTax. Technical tax topics are covered in more depth. Learning is accomplished through the use of case

studies, such as Prentice-Hall's *Life of Riley*. There is a heavy emphasis on learning to recognize and research tax issues. The course places a considerable emphasis upon the development of the student's ability to recognize, interpret and weigh the various and often conflicting sources of the tax law. These sources include the Internal Revenue code, congressional committee reports, Treasury Department regulations, IRS pronouncements, federal court precedents, and commentaries of tax practitioners and academicians. The student is exposed to the various sources of the tax laws: how to find them, how to correctly cite them, how to read and interpret them, and how to weigh conflicting authorities in formulating recommendations. The course also develops and refines students' analytical and legal reasoning skills and their diagnostic instincts and abilities. Prerequisite: ACCT:220. 2 SH.

**ACCT:309 Accounting Information Systems.**

In this course students are introduced to information systems concepts and practices in relation to roles of user, designer and reviewer (auditor). Common to these three roles is the importance of systems documentation and internal control. Students review and analyze typical business processes, evaluate internal controls commonly implemented by business firms, and are exposed to a wide variety of tools, trends and techniques. These include flowcharts and communications tools, database management systems, enterprise resource planning (ERP), e-business and traditional legacy processing. Prerequisites: INFS:174 and ACCT:200. 4 SH.

**ACCT:310 Advanced Business Law.**

A study of contracts, employment law, antitrust law and commercial transactions. Includes negotiable instruments, sales, creditors' rights, personal property and bailments. Prerequisite: ACCT:210. 2 SH.

**ACCT:330 Cost Management.**

Study and comparison of traditional and emerging costing systems. Traditional costing emphasizes accounting procedures for inventory valuation, budgeting and investment decisions with emphases on unit-based cost behavior; job, process and standard costing; variance analysis; break-even analysis; and time-value decision models. Emerging costing emphasizes the understanding of cost behavior as a strategic tool of general management. The course also covers concepts such as activity-based costing and the theory of constraints. Prerequisites: ACCT:200 and junior standing. 4 SH.

**ACCT:340 Governmental and Nonprofit Accounting.**

Introduction to the theory and practice of accounting for nonprofit organizations, such as government operations, hospitals, colleges and arts facilities. Includes budgeting as well as bookkeeping and reporting practices. (Offered in alternate years.) Prerequisite: ACCT:200. 2 SH.

**ACCT:405 Federal Taxes II.**

Continuation of ACCT:305, emphasizing taxation of corporations and partnerships, estate and gift taxation, and tax practice and procedure. Includes tax research project. Prerequisite: ACCT:305 or instructor's permission. 2 SH.

**ACCT:410 Consolidations.**

Theory and practice of accounting for business combinations. Topics include cost, equity and consolidation methods, and the consolidation of parent-subsidary operations, including minority interests. Prerequisites: ACCT:302 or ACCT:301 plus department head's permission. 2 SH.

**ACCT:420 Auditing.**

An introduction to the theoretical and conceptual foundations of auditing. Topics include risk analysis, sampling and testing, internal control structures, evidence, financial statement audits, systems audits, and reporting. The course also covers practice, duties, ethics and responsibilities of certified public accountants. Prerequisites: ACCT:309 and either ACCT:302 or ACCT:301 plus department head's permission. 4 SH.

**ACCT:430 Managerial Accounting Policy.**

Extended study of traditional managerial accounting concepts involving cost systems, budgeting, performance and variance analysis, behavior accounting, break-even and capital budgeting models, and direct cash flow statements. Introduction to more recently developed cost management topics, including the theory of constraints, activity-based costing/management, target costing, backflushing, learning curves, stochastic models and extension of capital budgeting models. Prerequisites: ACCT:330 and junior standing. 4 SH.

**ACCT:496 Topics in Accounting.**

Topics of current importance and interest in accounting. Emphasizes readings from the current literature. Prerequisites: ACCT:200 and at least two additional semester hours of accounting. 2 SH.

**ACCT:501 Independent Study.**

Individualized academic work for qualified students under faculty direction. Usually studies special topics not covered in regularly offered courses. Prerequisites: Junior or senior standing and approval of instructor and department. 2-4 SH.

**ACCT:502 Senior Research.**

An extensive accounting-related research project under faculty supervision. Prerequisites: Senior standing, formal proposal statement before registration, acceptance by faculty supervisor and department head's permission. 2-4 SH.

**ACCT:503 Accounting Internship.**

On-the-job supervised experience at a public accounting firm, corporation, governmental agency or nonprofit organization. Prerequisites: Internship coordinator's permission and acceptance by organization. 2-4 SH.

## Information Systems Studies

### Learning goals:

- Understand information systems concepts and demonstrate that understanding by applying it to a real-world problem.

**Requirements for the Major in Information Systems.** Students complete the equivalent of the following 52 semester hours with grades of C- or better:

semester hours

- |     |   |
|-----|---|
| 4   | INFS:174 Database Systems Analysis and Design   |
| 4   | CSCI:181 Principles of Computer Science   |
| 4   | INFS:271 E-Business Applications Development  |
| 4   | CSCI:281 Data Structures  |
| 4   | INFS:375 Database Programming   |
| 2   | INFS:472 Management Support Systems   |
| 2   | INFS:505 Capstone   |
| 4   | MATH:111 Calculus I   |
| 4   | MGMT:202 Business Statistics or equivalent  |
| 4   | ACCT:200 Financial Accounting   |
| 4   | ACCT:330 Cost Management  |
| 6   | Departmental electives chosen from the following:   |
| 2   | INFS:276 Simulation Models  |
| 2   | CSCI:351 Numerical Computing  |
| 4   | CSCI:355 Operations Research  |
| 2   | CSCI:370 Cryptology and Number Theory   |
| 2   | CSCI:391 Data Communications and Networks I   |
| 2   | CSCI:392 Data Communications and Networks II  |
| 4   | EENV:360 Geographic Information Systems   |
| 2   | INFS:485 Artificial Intelligence  |
| 2-4 | INFS:496 Topics in Information Systems  |
| 2   | CSCI:500 Senior Colloquium  |
| 6   | Six hours chosen from 200 level or above information systems or computer science courses or other systems-related courses as approved by the information systems department head. |

Information systems majors must also complete PRDV:105 Introduction to Professional Development. In addition, the following courses are recommended but not required: MGMT:280 Marketing, MGMT:340 Corporate Financial Management and MGMT:390 Operations Management.

**Minor in Information Systems.** Students minoring in information systems successfully complete, with grades of C- or better, at least 28 semester hours, including ACCT:200 Financial Accounting, CSCI:181 Principles of Computer Science, INFS:174 Database Systems Analysis and Design, INFS:271 E-Business Applications Development, INFS:375 Database Programming, and INFS:472 Management Support Systems. In addition to the 24 hours above, the minor requires four semester hours from the following: ACCT:309 Accounting Information Systems,

EENV:360 Geographic Information Systems, INFS:276 Simulation Models, INFS:496 Topics in Information Systems, INFS:505 Capstone, CSCI:391 Data Communications and Networks I, CSCI: 392 Data Communications and Networks II or any INFS or CSCI course approved by the department head.

**Double Major/Minor in Computer Science and Information Systems:** Because of the large overlap in courses in the two majors, the department will approve a double major or major/minor combination only if the student presents to the department a plan of study that sufficiently minimizes such overlap.

## Information Systems Courses

### INFS:174 Database Systems Analysis and Design.

This course deals primarily with the development of the approaches for the analysis, design and development of database systems in today's business environment. Major emphasis is placed on the development of a series of models that culminate with the creation of a working database system. These models cover the entire system's development life cycle and are critical to ensure the development of an effective database solution. Prerequisites: PRDV:100 or COMM:101, sophomore standing and instructor's permission. *4 SH.*

### INFS:271 E-Business Applications Development.

An introduction to the basics of client/server computing and Web-based system development. The course covers the concepts of networking, Web technologies, HTML (hyper-text markup language), client-side scripting (JavaScript), server-side scripting (PHP, ASP and ISP) and structured query language (SQL). The course builds upon Database Systems Analysis and Design by linking an interactive Web design to a database. Prerequisite: INFS:174. *4 SH.*

### INFS:276 Simulation Models.

Design, development and use of computer models for planning, allocation and scheduling in the manufacturing and service sectors. Uses queuing theory and statistical analysis to interpret results. Includes the use of Simul8 or some other special-purpose simulation language. Prerequisites: A statistics course such as MATH:108, MGMT:202, PSYC:123 or equivalent, and either PRDV:100 or COMM:101. *2 SH.*

### INFS:375 Database Programming.

A practical course to learn database programming using SQL. Topics include relational database management systems fundamentals such as extended entity-relationship modeling, normalization and physical database file organization. Additional topics include database administration and data warehousing. Students develop a prototype database for an actual client. Prerequisite: CSCI:181, INFS:174 or CSCI:281. *4 SH.*

**INFS:472 Management Support Systems.**

This course provides a framework for managing the introduction, evaluation and assimilation of computer technology into organizations, focusing on information needs of middle and senior management. Case studies address management of information resources and selection of hardware and software. Prerequisites: INFS:174 and MGMT:203. 4 SH. CC: Team Intensive, Writing Intensive.

**INFS:485 Artificial Intelligence.**

A brief summary of the tools, techniques and applications of artificial intelligence. Introduces problem solving and knowledge representation and selects topics from techniques for constructing models, robot design, language processing, computer vision, neural networks and expert systems. Same as CSCI:485. Prerequisites: CSCI:281, MATH:111 and MATH:108. 2 SH.

**INFS:496 Topics in Information Systems.**

Topics of current importance and interest in information systems. Emphasizes readings from the current literature. Prerequisite: Instructor's permission. 2 or 4 SH.

**INFS:501 Independent Study.**

Individualized academic work for qualified students under faculty direction. Usually studies special topics not covered in regularly offered courses. Prerequisites: Junior or senior standing and approval of instructor and department head. 2-4 SH.

**INFS:502 Independent Research.**

A research project culminating in a substantive paper on a selected topic or field in computer science or information systems by arrangement with an instructor. Prerequisites: Junior or senior standing and permission of computer science department head or information systems department head. 2-4 SH.

**INFS:503 Information Systems Internship.**

On-the-job supervised experience in a corporate or nonprofit organization. Prerequisites: Internship coordinator's permission and acceptance by organization. 2-8 SH.

**INFS:505 Capstone.**

This semester-long course serves as a capstone experience for information systems majors, as well as business students whose primary emphasis is information systems. Students will engage in projects that can benefit a university or community group. These projects will change each year based on requests and arrangements made through the faculty in the Department of Accounting and Information Systems. The projects largely will focus the students on the development of database solutions to solve business-related problems. Prerequisites: INFS:271 and senior standing. 2 SH. Capstone.

# Art

## Art Faculty

**Associate Professor Mark Fertig**, department head, holds an M.F.A. in graphic design from East Tennessee State University. A prolific and award-winning professional designer, he teaches courses in visual problem solving, corporate identity systems, typography, page layout and design software applications.

**Associate Professor Ann Piper** holds an M.F.A. in painting from New Mexico State University. A widely recognized figurative painter with a national exhibition record, she coordinates the studio art program and teaches courses in painting, drawing and art foundations.

**Assistant Professor Ashley Busby** holds a Ph.D. from The University of Texas. Her research currently focuses on 20th-century European modernism, particularly the intersection of surrealism and astronomy. She coordinates the art history program and teaches courses across the spectrum of the discipline.

Professional artists and designers teach additional specialty courses. Their areas of expertise range from photography, drawing, painting, sculpture and printmaking to graphic design.

## Learning Goals

- Possess skills essential for entry into the professional world or graduate school.
- Are objective evaluators of their work and that of others and are able to place their work within a logical historical contemporary context.
- Are aware of the cultural importance of their work and are able to write and speak about it using appropriate language.
- Comprehend art history from the cave era through today.

## Art History Studies

**Requirements for the Major in Art History.** The Bachelor of Arts in art history requires 48 semester hours in art history and studio art with grades of C- or better.

semester hours

- |    |  |
|----|--|
| 12 | <i>Art History Requirements</i>  |
| 4  | ARTH:101 Introduction to Art History I   |
| 4  | ARTH:102 Introduction to Art History II  |
| 4  | ARTH:403 Senior Thesis   |
| 28 | <i>Art History Electives</i>   |
| 28 | Choose elective art history courses selected with faculty adviser guidance (may include internship |

or independent study credit).

- |   |   |
|---|---|
| 8 | <i>Studio Art Electives</i>   |
| 8 | Choose two studio art courses (ARTS:111 Foundations of Art I and a photography course are recommended). |

Reading knowledge of a second language is helpful for undertaking research in non-English scholarship.

## Art Studies

**Requirements for the Major in Studio Art.** The Bachelor of Arts in studio art requires 46 semester hours of art department courses with grades of C- or better.

semester hours

- |    |  |
|----|--|
| 20 | <i>General Requirements</i>  |
| 4  | ARTH:101 Introduction to Art History I   |
| 4  | ARTH:102 Introduction to Art History II  |
| 4  | ARTS:111 Foundations of Art I  |
| 4  | ARTH:300-level art history elective  |
| 4  | ARTS:402 Senior Portfolio  |
| 6  | <i>Art Electives</i>   |
| 6  | Choose 6 semester hours from art department courses. Additional independent study and internship credits are applicable. |

*Painting and Drawing Concentration: 20 hours*

- |   |   |
|---|---|
| 4 | ARTS:112 Foundations of Art II  |
| 4 | ARTS:113 Drawing  |
| 4 | ARTS:221 Painting   |
| 4 | ARTS:314 Topics in Studio Art   |
| 4 | ARTS:400 Independent Study (combination of two- or four-semester-hour sections) |

*Photography Concentration: 20 hours*

- |   |   |
|---|---|
| 4 | ARTS:241 Black and White Photography  |
| 4 | ARTS:243 Digital Photography  |
| 4 | ARTS:244 Advanced Photography   |
| 4 | ARTS:341 Topics in Photography  |
| 4 | ARTS:400 Independent Study (combination of two- or four-semester-hour sections) |

## Graphic Design Studies

**Requirements for the Major in Graphic Design.** The major in graphic design requires 58 semester hours in graphic design, studio art and art history courses with grades of C- or better.

semester hours

- |    |   |
|----|---|
| 24 | <i>Department of Art Requirements</i>   |
| 4  | ARTH:101 Introduction to Art History I or ARTH:102 Introduction to Art History II |

- 4 ARTS:111 Foundations of Art I
- 4 ARTS:112 Foundations of Art II
- 4 ARTS:113 Drawing
- 4 ARTS:241 Black and White Photography *or*  
ARTS:243 Digital Photography
- 4 ARTH:412 Contemporary Art
- 20 *Graphic Design Requirements*
  - 4 ARTG:251 Computer Applications in Graphic Design
  - 4 ARTG:252 Visual Communication
  - 4 ARTG:253 Typography
  - 4 ARTG:353 Advanced Typography
  - 4 ARTG:451 Graphic Design Studio
- 14 *Graphic Design Electives, chosen from the following:*
  - 4 ARTS:241 Black and White Photography
  - 4 ARTS:243 Digital Photography
  - 4 ARTS:244 Advanced Photography
  - 2 ARTG:351 Graphic Design for the Internet
  - 4 ARTG:352 Package Design
  - 4 ARTG:360 Topics in Graphic Design
  - 1-4 ARTS:400 Independent Study
  - 1-4 ARTS:404 Internship
  - 2 ARTG:460 Advanced Topics in Graphic Design

**Art History, Studio Art and Graphic Design Internships.** The department encourages its majors to complete internships, which provide a valuable introduction to the professional art world. Studio art and art history majors typically complete internships at museums and galleries, while graphic design majors are expected to pursue internships at design firms, publishing houses and advertising agencies. All students may receive major credit for approved internships.

**Off-Campus Study.** Junior and senior studio art and art history majors are encouraged to spend a semester studying away from campus as part of the university's GO program. Susquehanna art and art history majors have access to art centers all over Europe, particularly in London, Florence, the south of France and Paris. A liberal arts program at Regent's College in London is one of the special programs available to art majors. Others may choose extended off-campus study in New York or Washington, D.C. This experience enriches the artistic spirit and opens up avenues for future careers. Students with foreign language interests can combine language and art studies abroad.

**Departmental Honors.** The department awards honors status for graduation for students receiving a 3.70 or higher GPA in the studio art, graphic design or art history major.

## Art Minors

**Minor in Art History.** The minor in art history requires 20 semester hours of art history courses with a grade of C- or above. Required courses include ARTH:101, ARTH:102 and three additional art history courses.

**Minor in Photography.** The minor in photography requires five courses, totaling 20 semester hours, with a grade of C- or above. Required courses are ARTS:241 Black and White Photography; ARTS:243 Digital Photography; ARTS:244 Advanced Photography; one elective course chosen from ARTS:113 Drawing, ARTG:251 Computer Applications in Graphic Design and ARTS:341 Topics in Photography; and one art history course chosen from ARTH:300 History of Photography, ARTH:310 Modernism and the Avante-garde, ARTH:412 Contemporary Art and ARTH:313 Women in Art.

**Minor in Studio Art.** The studio art minor requires 20 semester hours in art department courses with grades of C- or above. Required courses are ARTH:101 Introduction to Art History I or ARTH:102 Introduction to Art History II; ARTS:111 Foundations of Art I; ARTS:113 Drawing; and eight additional semester hours of art department electives.

## Art Courses

### Art History Courses

#### **ARTH:101 Introduction to Art History I: Prehistoric to Late Middle Ages.**

A survey of painting, sculpture and architecture from cave painting to A.D. 1400. Emphasizes standards of artistic achievement and basic principles of form and style viewed in social context. 4 SH. CC: *Artistic Expression*.

#### **ARTH:102 Introduction to Art History II: Renaissance to Modern.**

A survey of painting, sculpture and architecture from A.D. 1400 to World War II. Emphasizes standards of artistic achievement and basic principles of form and style viewed in social context. 4 SH. CC: *Artistic Expression*.

#### **ARTH:205 Greek and Roman Art.**

A survey of art and architecture of ancient Greece (Archaic, Classical and Hellenistic) and Roman cultures. 4 SH. CC: *Artistic Expression*.

#### **ARTH:211 Survey of Non-Western Art.**

A study of the diversity of non-Western or ethnographic traditions. Possible topics include the art of Islam, India, China, Japan, Africa, South America, Meso-America and Native America. Emphasizes the relationship between non-Western art and general historical developments. 4 SH. CC: *Artistic Expression, Diversity*.

**ARTH:300 Topics in Art.**

An intermediate-level survey of selected topics in the history of art. Topics may be drawn from such areas as American folk art, modern art, Medieval and Renaissance art, or history of photography. 4 SH.

**ARTH:306 Renaissance Art History.**

A study of painting, sculpture and architecture in Florence, Rome and Venice from the late-13th to the 16th centuries. 4 SH. CC: *Artistic Expression, Writing Intensive*.

**ARTH:307 Baroque Art History.**

A study of the impact of society and of the Renaissance on painting, sculpture and architecture in 17th- and 18th-century Europe. 4 SH.

**ARTH:309 19th-Century Art History.**

Art and the role of the artist from the time of the French Revolution to the end of impressionism, 1780s to 1880s. Emphasizes stylistic development of neoclassicism, the romantic movement, realism and impressionism in the context of social and cultural revolutions. 4 SH. CC: *Artistic Expression, Writing Intensive*.

**ARTH:310 Modernism and the Avante-garde.**

Analyzes movements and manifestos that define the art of the avant-garde from post-impressionism in the 1880s to World War II in the 1940s. Explores the various "isms" in the context of social issues that effected change in artistic principles. Recommended for all art majors. 4 SH. CC: *Artistic Expression, Writing Intensive*.

**ARTH:313 Women in Art.**

A study of the historic perception and the social history of the role of women in art: as artist, as subject of art and as patron (audience) of art. Emphasizes exploration and debate over issues affecting present-day perceptions about the woman artist of the past and the future. Same as WMST:313. 4 SH. CC: *Artistic Expression, Diversity Intensive, Interdisciplinary, Writing Intensive*.

**ARTH:401 Independent Study.**

A tutorial course focusing on serious scholarship in art history. Includes writing an article designed for publication. Instructor will assist in topic selection and guide student efforts. Students may do research at major museums, galleries and significant libraries. 4 SH.

**ARTH:403 Senior Thesis.**

Required capstone course for art history majors in their senior year. Students will work with art history faculty to develop a long paper. This may either be based on new research or be an expansion of a paper from a previous art history course. 4 SH. *Capstone*.

**ARTH:412 Contemporary Art.**

Critical issues in art from 1950 to the present, defined by radical changes in values for the art market, art criticism and public taste. Lively presentations by students will support or contest recent art criticism, involving them in both analysis and debate. 4 SH. CC: *Ethics Intensive, Oral Intensive*.

## Studio Art Courses

**ARTS:111 Foundations of Art I.**

Introduces the principles, theories and aesthetics of two-dimensional artwork. Emphasizes the exploration of a variety of artistic media, development of creative concepts, and understanding of form and composition. Required as a beginning course for all art and graphic design majors. 4 SH.

**ARTS:112 Foundations of Art II.**

Introduces the principles, theories and aesthetics of three-dimensional artwork. Emphasizes conceptual expression, as well as understanding of the physical world of form, space and texture as related to art objects. Prerequisite: ARTS:111. 4 SH.

**ARTS:113 Drawing.**

Introduces the principles, theories and aesthetics of drawing. Focuses on visual perception and delineation incorporating traditional and nontraditional drawing media. Also addresses life drawing and conceptual expression. 4 SH.

**ARTS:221 Painting.**

Introduces the principles, theories and aesthetics of painting. Focuses on understanding color, composition, light, illusion, abstraction and other visual expressions using oil and/or acrylic paint. Prerequisite: ARTS:111. 4 SH.

**ARTS:231 Printmaking.**

Introduces the principles, theories and aesthetics of printmaking. Focuses on aesthetic intentions and techniques of producing multiple prints through various processes such as woodcut, linocut, monotype, collagraph and etching. Prerequisite: ARTS:111. 4 SH.

**ARTS:241 Black and White Photography.**

Introduces the principles, theories and aesthetics of black and white photography. Focuses on the fundamentals of observation, composition, camera use and darkroom work, including film processing and printing. Requires a 35mm camera (SLR) with manual override. 4 SH.

**ARTS:243 Digital Photography.**

Introduces the principles, theories and aesthetics of digital photography. Focuses on the fundamentals of observation, composition and camera use, as well as digital image manipulation and printing using computer software. Requires a minimum 5-megapixel digital camera. 4 SH.

**ARTS:244 Advanced Photography.**

Advanced course that expands upon the principles, theories and aesthetics of photography and photographic processes introduced in ARTS:241 or ARTS:243. Requires a 35mm camera (SLR) with manual override or a 5-megapixel digital camera. Prerequisite: ARTS:241 or ARTS:243. 4 SH.

**ARTS:303 Sculpture.**

Intermediate course focused on the use of dimensional material, such as plaster, stone, wood, wax, clay, fibers, resins and glass. Expands on work in ARTS:111 and ARTS:112. Prerequisite: ARTS:112. 4 SH.

**ARTS:314 Topics in Studio Art.**

This course will vary in content with each offering as areas of particular relevance in studio art are explored. Each course title under this offering will bear a specific subtitle indicating the content to be presented. May be repeated with permission of the department head when course content changes. Prerequisite: ARTS:111. 4 SH.

**ARTS:341 Topics in Photography.**

This course will vary in content with each offering as areas of particular relevance in photography are explored. The course will require either a 35mm SLR camera with manual override or a 5-megapixel minimum digital camera, depending on the nature of the course topic. Each course title under this offering will bear a specific subtitle indicating the content to be presented. May be repeated with permission of the department head when course content changes. Prerequisite: ARTS:241 or ARTS:243. 4 SH.

**ARTS:402 Senior Portfolio.**

Required capstone course for studio art majors, to be taken during the senior year. Students will complete a cohesive body of artwork and exhibit to the public. Students will work with a faculty member to select and professionally present their art, write an artist statement, and produce an exhibition catalog and announcement. 4 SH. *Capstone. CC: Team Intensive.*

## Graphic Design Courses

**ARTG:251 Computer Applications in Graphic Design.**

This introductory course focuses on the use of the computer and specific software applications as they relate to the study of graphic design. Students gain in-depth experience with pertinent graphic design software applications, as well as the basics of hardware usage, color printing and scanning. Emphasis is placed on hands-on experience and presentation of digital output. This is an excellent course for nonmajors interested in graphic design and a prerequisite for all other graphic design courses. 4 SH.

**ARTG:252 Visual Communication.**

This course introduces students to the profession of graphic design and explores the design problem. Students will learn to conceptualize, analyze, solve problems and successfully render solutions. Emphasis is placed on idea generation, creative

thinking and traditional design processes. Students complete projects that demonstrate grasp of the coursework, using both traditional and digital means. Prerequisites: ARTS:111 and ARTG:251 or instructor's permission. 4 SH.

**ARTG:253 Typography.**

This course introduces students to the study of letterforms for their aesthetic and communicative value, as well as their importance as a medium for graphic designers. Emphasis is placed on technical aspects of typographic structure, including the anatomy of a letter and the history of typographic design. Students are expected to generate creative typographic solutions, using both traditional and digital means. Prerequisite: ARTG:252 or instructor's permission. 4 SH.

**ARTG:351 Graphic Design for the Internet.**

This course offers an introduction to design for the World Wide Web. Students focus on the creative and technical aspects of developing Web content, as well as design concepts and structures that are unique to the Internet. Students explore relevant software applications and gain practical creative and programming experience. Prerequisite: ARTG:251 or instructor's permission. 2 SH.

**ARTG:352 Package Design.**

Intermediate course in which students study the creation of three-dimensional designs for commercial packaging. Emphasis is placed on problem solving, aesthetics, and the form and function of a product's packaging. Students generate design solutions that encompass a variety of packaging styles from bottles to boxes and blister packs. Prerequisite: ARTG:252. 4 SH.

**ARTG:353 Advanced Typography.**

This course offers continued study of the value and impact of letterforms in graphic design. Emphasis is placed on the generation of creative solutions that demonstrate knowledge of contemporary typography and design values. Students enrolled in the course will be expected to generate creative typographic solutions using both traditional and digital means. Prerequisites: ARTG:252 and ARTG:253. 4 SH.

**ARTG:360 Topics in Graphic Design.**

This course will vary in content with each offering as areas of particular relevance not covered by the regular graphic design curriculum are explored. Each course title under this offering will bear a specific subtitle indicating the content to be presented. May be repeated with permission of the graphic design coordinator when course content changes. Prerequisite: ARTG:252. 4 SH.

**ARTG:451 Graphic Design Studio.**

This capstone course for graphic design majors finalizes the portfolio through the completion of a variety of advanced projects. Students will concentrate on refining skills and preparing to enter the professional world or a graduate program. In addition to project work, students will publicly exhibit their

designs; write an artist statement; and produce an exhibition catalog, accompanying announcements and a formal resume. Prerequisite: ARTG:353. 4 SH. Capstone. CC: Team Intensive.

**ARTG:460 Advanced Topics in Graphic Design.**

This course will vary in content with each offering as areas of particular relevance not covered by the regular graphic design curriculum are explored. Each course title under this offering will bear a specific subtitle indicating the content to be presented. May be repeated with permission of the instructor when course content changes. Prerequisites: ARTG:252 and ARTG:253. 2 SH.

## Art Additional Courses

**ARTS:400 Independent Study.**

Independent work in advanced studio art or graphic design projects with faculty supervision and guidance. (May be repeated.) Prerequisites: Junior or senior standing and department head's permission. 1-4 SH.

**ARTS:404 Internship.**

Internships offer a valuable experience for all art department majors and are traditionally taken during the summer between the junior and senior years or during the academic year. Art history majors may work with a museum, gallery or other art institution; studio art majors may intern at professional studios, galleries or museums; and graphic design majors normally take internships with design firms or advertising agencies. Some interns work for the university's Lore Degenstein Gallery. Prerequisite: Department head's permission.

# Asian Studies

Coordinator: Liu

## Learning goals:

- To initiate an in-depth study of Asia, including its cultures, literatures, history, religion, philosophy, businesses, media practices, arts and languages.
- To compare various Asian cultures with each other in order to achieve a greater understanding of the continuities/discontinuities between them.
- To arrive at some understanding of the continuities/discontinuities between Asian communities in Asia and their diasporic communities, particularly in the U.S.

**Requirements for the Minor in Asian Studies.** The Asian studies minor requires 20 semester hours, with grades of C- or better, including four elective courses (with at least three to be chosen from courses exclusively on Asia) and a required final course. Study abroad is highly recommended but not required.

**Required Final Course.** Students pursuing a minor are required to take an upper-level four-semester-hour final course that offers an exploration of broad comparative issues that relate to Asia as a whole. Courses such as RELI:208, RELI:315, RELI:305, HIST:390, HIST:361, ENGL:205, ENGL:365 or other courses approved by the program coordinators will satisfy this requirement.

**Electives.** Students take a total of 16 elective semester hours. Not more than eight semester hours may be taken at the 100 level, and at least four semester hours must be taken at the 300 level. No more than four semester hours of language may be counted toward an elective.

At least 12 semester hours must be taken from the following courses exclusively on Asia:

- CHNS:101 Beginning Chinese I
- CHNS:102 Beginning Chinese II
- CHNS:201 Intermediate Chinese I
- Beginning Japanese I-II taken at Bucknell University
- HIST:151 Traditional East Asia
- HIST:152 Modern East Asia
- ENGL:205 Literature Studies, with Indian Literature and Film as the topic
- ENGL:365 Literature and Gender, with Asian Women's Literature as the topic
- HIST:258 Modern China
- HIST:390 Topics in History with Sino-U.S. Relations as the topic
- HIST:390 Topics in History with Globalizing China: Diasporas as the topic
- RELI:117 Introduction to Asian Religions
- RELI:208 Buddhism

RELI:318 Daoist and Confucian Ethics

Four semester hours may be taken in the following comparative courses:

- ENGL:205 Literature Studies, with Asian-American Literature as the topic
- HIST:361 Global Migrations in the Modern World
- HIST:390 Topics in History with Asian American History as the topic
- RELI:105 World Religions
- RELI:305 Topics in Religion, with Asian religions as the topic
- RELI:315 Being Awesome at Life

Minors are strongly encouraged to fulfill the university's Central Curriculum language requirement with an Asian language and to continue the language study beyond the first year. Features of Chinese and Japanese culture are closely associated with the uniqueness of the language. (For example, the evolution of Chinese characters is directly connected to the evolution of Chinese culture.) This is a primary reason that we propose accepting four semester hours of language toward an elective. Chinese is currently offered at Susquehanna at both the 100 and 200 levels. In addition, students may take Japanese at Bucknell University. Students who wish to take another Asian language not offered at Susquehanna may satisfy this requirement by taking language classes through off-campus programs or summer language study programs that have been approved for Susquehanna credit.

# Biology

## Biology Faculty

**Professor Jack R. Holt** received his Ph.D. from the University of Oklahoma. His courses include systematic biology and aquatic ecology. His research interests include the ecology and biology of freshwater algae.

**Professor Margaret T. Peeler**, department head, is the Charles B. Degenstein Professor of Biology. She earned her Ph.D. from Duke University, and her areas of teaching include introductory biology, developmental biology and cell biology. She is currently researching the role of cell interactions in gene expression and cell fate in sea urchin embryonic development.

**Professor Matthew H. Persons** earned his Ph.D. from the University of Cincinnati. He teaches animal behavior, comparative vertebrate anatomy and invertebrate zoology. A behavioral ecologist, his research interests include chemically mediated predator-prey interactions in spiders and insects and the evolution of animal signals.

**Professor David S. Richard** holds a Ph.D. from the University of Edinburgh. A zoologist with research interests in reproductive insect endocrinology, he teaches introductory biology, animal physiology and cell biology and directs the Cross-Cultural Focus Australia program.

**Professor Tammy C. Tobin** received her Ph.D. from Texas A&M University. Her areas of teaching include genetics, immunology and microbiology. Her research involves the Centralia, Pa., mine fire's effects upon the environment and how soil bacteria are adapting to those changes.

**Associate Professor Carlos A. Iudica** holds a Ph.D. from the University of Florida at Gainesville. He teaches ecology, evolution and introductory biology, and conducts research in the area of vertebrate animal ecology.

**Associate Professor Alissa A. Packer** holds a Ph.D. from Indiana University. Her areas of teaching include plant ecology, plant physiology and introductory biology. Her research interests include the interaction between temperate tree species and their soil pathogens.

**Associate Professor Thomas C. Peeler** received his Ph.D. from Duke University. His areas of teaching include genetics, molecular biology and histology. His current research focuses on molecular mechanisms of Schwann cell interaction.

**Associate Professor Jan Reichard-Brown** holds a Ph.D. in developmental biology from the University of Cincinnati. Her areas of teaching include human physiology, human anatomy, and human health and disease. She is the director of the health care studies program.

**Assistant Professor Erin Keen-Rhinehart** received her Ph.D. from the University of Florida at Gainesville. Her areas of teaching include neurobiology, behavioral endocrinology and introductory biology. Her current research focuses on the long-term behavioral and neuroendocrine consequences for offspring born with low birth weight.

**Assistant Professor David Matlaga** received his Ph.D. from the University of Miami. His areas of teaching include ecology and introductory biology. His current research focuses on the evolutionary ecology of clonal plants, in particular on species used as biofuel crops.

## Biology Studies

### Learning goals:

- Biology majors will learn to identify and describe the basic principles and theories of the biological sciences.
- Using the basic principles and theories of the biological sciences, students will learn to construct and critique logical arguments in biology.
- Students will learn to use biological skills and techniques to acquire and evaluate scientific evidence.

**Requirements for the Major in Biology.** The Bachelor of Science degree in biology requires 63 or 64 semester hours in biology, chemistry and physics with grades of C- or better in biology. The Bachelor of Science degree includes an introductory sequence, biology distribution requirements (in cell and molecular biology, organismal biology, and ecology and evolution), and other requirements with an emphasis in research (Group A) or added academic instruction (Group B). In addition, all students must complete an experiential learning requirement.

semester hours

16	<i>Introductory Sequence</i>
4	BIOL:101 Ecology, Evolution and Heredity
4	BIOL:102 Cell and Organismal Biology
4	BIOL:201 Genetics
4	BIOL:202 Systematic Biology
16	<i>Biology Distribution Requirements</i>
3	Cell and Molecular Biology: BIOL:300 Developmental Biology, BIOL:306 Cell Biology, BIOL:316 Molecular Biology or BIOL:400 Immunology
3	Organismal Biology: BIOL:302 Comparative Vertebrate Anatomy, BIOL:310 Animal Physiology, BIOL:312 Microbiology, BIOL:320 Exercise and Extreme Physiology, BIOL:404 Plant Physiology, BIOL:440 Behavioral Neuroendocrinology or BIOL:455 Neurons and Networks

- 3 Ecology and Evolutionary Biology: BIOL:308 Vertebrate Natural History, BIOL:324 Animal Behavior, BIOL:326 Invertebrate Zoology, BIOL:406 Ecology or BIOL:408 Aquatic Ecology
- 3 Three laboratory courses
- 4 BIOL:550 Explorations in Biology or BIOL:560 Interdisciplinary Explorations in Biology (at least two different courses)

Biology courses at the 300 level or above may be used to satisfy biology elective credit requirements.

*Other Requirements: Based upon their qualifications and career goals, students may participate in a collaborative research program (Group A), or they may elect more academic instruction (Group B).*

Group A: 64 semester hours total

- 4 BIOL:510 Student Research I
- 4 BIOL:511 Student Research II

14 Group B: 63 semester hours total

- 5 Biology elective courses above the 200 level
- 2 BIOL:501 Seminar in Biology

0 *Experiential Learning Requirement. This requirement is satisfied by the completion of one of the following:*

- BIOL:510 Student Research I
- BIOL:511 Student Research II
- \*BIOL:502 Biology Internship

Or by demonstrating successful completion of an alternative experience including but not limited to the following:

- Study abroad
- Off-campus internships
- Students who choose one of these options need to have the experience approved by the Department of Biology in advance.

24 *Corollary Courses*

- 4 CHEM:101 General Chemistry I or CHEM:103 General Chemistry I Teams or CHEM:111 General Chemistry I Teams WS
- 4 CHEM:102 General Chemistry II or CHEM:104 General Chemistry II Teams or CHEM:112 General Chemistry II Teams WS
- 4 CHEM:221 Organic Chemistry I
- 4 CHEM:222 Organic Chemistry II
- 4 PHYS:204 Introductory Physics I
- 4 PHYS:205 Introductory Physics II

**Minor in Biology:** Students minoring in biology complete 20 semester hours, including BIOL:101 Ecology, Evolution and Heredity and BIOL:102 Cell and Organismal Biology. Students choose additional biology courses at the 200, 300 or 400 level. No more than six semester hours of 200-level courses can be applied. Although BIOL:500, BIOL:502, BIOL:550 and BIOL:560 may apply to the minor, other courses at the 500 level may not be taken for minor credit.

At least two laboratory courses are required in addition to BIOL:101 and BIOL:102. BIOL:201 Genetics and BIOL:202 Systematic Biology may also be used to fill the laboratory requirement for the minor.

**Honors in Biology.** The departmental honors program encourages and recognizes superior academic performance in biology. To graduate with departmental honors, biology majors must request entry to the program or be nominated for entry to the program by a member of the biology faculty by the beginning of the senior year.

Candidates for academic honors must:

- Maintain a cumulative GPA of 3.25 and a GPA of 3.50 in biology courses to qualify for academic honors, and
- Successfully complete Student Research I and II (BIOL:510 and BIOL:511) and earn a grade of B- or better in these courses.

Candidates for research honors must:

- Be nominated by a member of the biology faculty by midterm of Student Research II (BIOL:511),
- Submit an acceptable research thesis based upon two semesters of Student Research (BIOL:510 and BIOL:511), and
- Pass an oral comprehensive examination of their thesis in their final semester.

**Secondary Teaching Certification** is available to biology majors who also fulfill additional Department of Education requirements. These include student teaching during the senior year. Please note that the completion of a biology degree with secondary education certification within four years requires immediate attention to the courses required. For further information on requirements, see the education department section on page 74.

## Biology Courses

### BIOL:010 Issues in Biology.

Emphasizes analysis of biological problems relevant to the human experience and presents basic biological concepts in a variety of contexts. Subject matter might include medicine, environmental issues, ecology, molecular biology, physiology and others. *4 SH. 3 lecture hours. 3 laboratory hours. CC: Scientific Explanations. If the topic being offered is Human*

*Heredity or Brain and Behavior, the course is also Team Intensive. If the topic being offered is Spice of Life, the course is also Interdisciplinary and Team Intensive.*

**BIOL:020 Human Sexuality and Reproduction.**

A science-based exploration of human sexuality and reproduction, which involves consideration of sexual anatomy, physiology, social norms, gender, perception and behavior. From a social science perspective, sexuality is a key organizing factor for cognition, emotion and relationships. Biologically, sexuality represents the means for propagating our species and serves important evolutionary and survival functions. It is a complex topic that requires broad integrated thinking across disciplines. Prerequisite: Junior standing. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Diversity Intensive, Interdisciplinary and Scientific Explanations.

**BIOL:101 Ecology, Evolution and Heredity.**

The initial course for students planning to major in biology. Explores the nature of scientific investigation and the impact of human activity on the biological world by examining such topics as ecology, evolution and genetics. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations, Team Intensive.

**BIOL:102 Cell and Organismal Biology.**

A survey of the major processes and structures of biology with a general emphasis on animals. Examines the molecular basis of heredity, cell division, metabolism and photosynthesis, and adaptive solutions to areas such as locomotion, digestion, respiration, internal transport and immune responses. 4 SH. 3 lecture hours, 3 laboratory hours.

**BIOL:157 The Biology of Women.**

Examines the genetic and biological basis of gender difference, the unique biology of the female body and women's health care issues. Topics include female reproductive anatomy and the menstrual cycle, pregnancy and birth, developmental differences in the sexes, and reproductive technologies. Also covers problems such as breast cancer, premenstrual syndrome and osteoporosis. Includes the role of women in the health care system, as well as biology and science in general. Not for biology major or minor credit. Same as WMST:250. 4 SH. CC: Diversity Intensive.

**BIOL:201 Genetics.**

A workshop-style course that examines Mendelian, population, molecular and quantitative genetics. Laboratory topics include the structure and function of nucleic acids, bioinformatics, and the use of molecular techniques to study human disease and evolution. Prerequisite: BIOL:102 or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Diversity Intensive, Team Intensive.

**BIOL:202 Systematic Biology.**

Systematic Biology is designed to introduce students to representatives of the kingdoms of life (e.g., prokaryotes,

eukaryotic protists, fungi, animals and plants) in an evolutionary framework through an integrated lecture-laboratory experience. Using multiple methods, including light and electron microscopic examinations, students will have the opportunity to observe structures and other characters that bring diversity to all kingdoms of life. Students will use appropriate mathematical methods to model and infer evolutionary relationships between living organisms by molecular phylogenetics. Drawing on experiences in previous courses of the introductory sequence, students will explain the observations and results from the levels of molecules to ecosystems. These observations, results and explanations will provide the basis for journal-style writing projects. Same as ECOL:202. Prerequisite: BIOL:201 or ECOL:201 or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Team Intensive, Writing Intensive.

**BIOL:204 Biogeodiversity.**

Explores the influences of geology (abiotic factors) on the diversity of life. Students investigate multiple issues posed by the science and technology of the diversity of life on this planet. Particular issues range from how many species occur on earth to how to establish effective public policy guidelines for protection of life's diversity. 3 SH. 3 lecture hours, 1 laboratory hour. The student may substitute another preliminary field experience for biogeodiversity laboratory with instructor's approval.

**BIOL:250 STEM First-Year Seminar.**

This seminar is taken by students in the STEM Scholars' Program in the spring of their first year as a way of continuing to work together to build the STEM cohort, learn about STEM careers, and explore their own interests and aptitudes regarding future career options. Not for major or minor credit. 1 SH.

**BIOL:300 Developmental Biology.**

Examines embryo development, focusing on cellular and regulatory mechanisms that guide the process. Topics include the events of development from fertilization through organogenesis in a range of animal systems from sea urchins through mammals. Prerequisite: BIOL:201 or instructor's permission. 3 SH. CC: Ethics Intensive.

**BIOL:301 Developmental Biology Laboratory.**

An investigative approach to the study of animal development, emphasizing cellular and molecular techniques. Students work in small groups to conduct and analyze self-designed experiments with invertebrate embryos. Prerequisite: BIOL:201 or instructor's permission. 1 SH. 3 laboratory hours. CC: Ethics Intensive.

**BIOL:302 Comparative Vertebrate Anatomy.**

Examines the evolutionary relationships among the vertebrate classes, using comparative morphological evidence. Uses an organ system approach to the study of anatomy, and considers unique adaptations of individual vertebrates. Prerequisite: BIOL:202 or instructor's permission. 3 SH.

**BIOL:303 Comparative Vertebrate Anatomy Laboratory.**

Organ-based study of representative vertebrates, including shark and cat dissections. Prerequisite: BIOL:202 or instructor's permission. 1 SH. 3 laboratory hours.

**BIOL:306 Cell Biology.**

Examines the molecular aspects of cell structure and function and the molecular processes that regulate cell behavior. Emphasizes experimental and problem-based approaches, and includes information on the cell biology of human disease. Prerequisite: BIOL:201 or instructor's permission. 3 SH.

**BIOL:307 Cell Biology Laboratory.**

Introduces the laboratory techniques commonly used in the study of cell biology. Includes labs on the isolation and characterization of proteins and nucleic acids. Prerequisite: BIOL:201 or instructor's permission. 1 SH. 3 laboratory hours.

**BIOL:308 Vertebrate Natural History.**

A general introduction to the vertebrates. Studies the evolutionary history, classification, ecology and behavior of the subphylum Vertebrata. Prerequisite: BIOL:202 or instructor's permission. 3 SH.

**BIOL:309 Vertebrate Natural History Laboratory.**

A general field and laboratory introduction to the techniques of identifying vertebrates, population analysis, specimen handling and preparation, and field sign recognition. Prerequisite: BIOL:202 or instructor's permission. 1 SH. 4 laboratory hours.

**BIOL:310 Animal Physiology.**

General and comparative physiology. Emphasizes membrane, neural, muscular and homeostatic physiology. Prerequisite: BIOL:202 or instructor's permission. 3 SH.

**BIOL:311 Animal Physiology Laboratory.**

A laboratory in general and comparative physiology. Emphasizes physiological phenomena in such organ systems as the heart, muscle, membrane, neural and kidney. Uses several different vertebrate animals. Prerequisite: BIOL:202. 1 SH. 3 laboratory hours.

**BIOL:312 Microbiology.**

An introduction to the morphology, physiology and genetics of microorganisms. Discusses the roles of microorganisms in the environment and in human disease. Prerequisite: BIOL:102 or BIOL:202. 3 SH.

**BIOL:313 Microbiology Laboratory.**

Emphasizes basic bacteriologic techniques, including staining, culturing and identification. Laboratory may not be taken without BIOL:312. Prerequisite: BIOL:102 or BIOL:202. 1 SH. 3 laboratory hours.

**BIOL:314 Histology.**

Microscopic anatomy of mammalian tissues and organs. Emphasizes the functions of the fundamental tissues. Prerequisite: BIOL:102 or instructor's permission. 3 SH.

**BIOL:316 Molecular Biology.**

Examines the structure and function of DNA and RNA of prokaryotes and eukaryotes. Topics include recombinant DNA technology, genomics and bioinformatics. Prerequisite: BIOL:201 or instructor's permission. CHEM:221 strongly recommended. 3 SH.

**BIOL:317 Molecular Biology Laboratory.**

Investigates the structure and function of DNA through techniques of molecular biology. Topics include agarose gel electrophoresis, DNA hybridization and gene cloning. Prerequisite: BIOL:201 or instructor's permission. 1 SH. 3 laboratory hours.

**BIOL:320 Exercise and Extreme Physiology.**

A study of physiological processes in humans related to exercise and participation in sports. This course also examines the effects and repercussions of exposure of the human body to extreme environments, such as those experienced by scuba divers, climbers and high-altitude pilots. Prerequisite: BIOL:102. 3 SH.

**BIOL:321 Exercise and Extreme Physiology Laboratory.**

Investigates the physiological basis of human responses to exercise and extreme environments with an emphasis on neural muscular, respiratory and cardiovascular mechanisms. Uses some animal models. Prerequisite: BIOL:102. 1 SH. 3 laboratory hours.

**BIOL:324 Animal Behavior.**

Explores the adaptive value of animal behavior with an emphasis on theory and hypothesis testing using examples drawn from primary literature. Major topics include sexual selection, mating systems, parental care, sociality, foraging theory, antipredator behavior, game theory and communication framed within an evolutionary context. Prerequisite: BIOL:101 or ECOL:100. 3 SH.

**BIOL:325 Animal Behavior Laboratory.**

Field and laboratory techniques in behavioral data collection, experimental design and statistical analysis. Hypothesis development and testing emphasized. A portion of the grade is based on an independent research project. Laboratory may not be taken without BIOL:324. Prerequisite: BIOL:101 or ECOL:100. 1 SH. 3 laboratory hours.

**BIOL:326 Invertebrate Zoology.**

An introduction to evolutionary themes and functional approaches to invertebrate animal biology. Course covers a broad survey of the invertebrate phyla. Within the coverage of each group, unique aspects of morphology, physiology, ecology and behavior are discussed in light of the selective forces that

have favored their evolution. Prerequisite: BIOL:202 or instructor's permission. 3 SH.

**BIOL:327 Invertebrate Zoology Laboratory.**

An introduction to invertebrate phyla and subgroups with emphasis on form and functional morphology, organ systems, life history, ecology and behavior. Course includes dissections, examination of preserved material, demonstrations and observations of living animals. In addition, students organize an invertebrate collection based on local fauna. Laboratory may not be taken without BIOL:326. Prerequisite: BIOL:202 or instructor's permission. 1 SH. 3 laboratory hours.

**BIOL:332 Population Biology.**

This course will introduce students to the biotic and abiotic factors that influence the size and trajectory of populations. Topics of the course will include understanding demographic rates, density independent and density dependent population growth rates, density, population dynamics of structured and non-structures populations, competitions, and predation. Prerequisite: BIOL:202. 3 SH.

**BIOL:333 Population Biology Laboratory.**

This course will introduce students to methods used in estimating demographic rates and population parameters, such as age structure. Concepts fundamental to experimental design and statistical analysis of data will be stressed. Laboratory cannot be taken without BIOL:332. Prerequisite: BIOL:202 or instructor's permission. 1 SH. 3 laboratory hours.

**BIOL:400 Immunology.**

Investigates how the immune system defends vertebrate organisms against invasion by pathogenic microorganisms. Discusses recognition of antigens and interactions between components of the immune system from a molecular perspective. Prerequisite: BIOL:201. 3 SH.

**BIOL:401 Immunology Laboratory.**

Techniques used in immunological studies. Topics include antibody purification, immunofluorescence and Western blot analysis. Laboratory cannot be taken without BIOL:400. Prerequisite: BIOL:201 or instructor's permission. 1 SH. 3 laboratory hours.

**BIOL:404 Plant Physiology.**

The physiology of photosynthetic organisms. Includes photosynthesis, translocation, metabolism, mineral nutrition, photoperiodism, hormones, growth and development. Prerequisite: BIOL:202 or instructor's permission. 3 SH.

**BIOL:405 Plant Physiology Laboratory.**

A series of experiments designed to illustrate the unique physiology of photosynthetic organisms. Prerequisite: BIOL:202 or instructor's permission. 1 SH. 3 laboratory hours.

**BIOL:406 Ecology.**

The inter- and intraspecific relationships among plant and animal species and their abiotic environment. Emphasizes ecological energetics and the development of communities and ecosystems. Prerequisite: BIOL:102 or ECOL:201 or instructor's permission. 3 SH.

**BIOL:407 Ecology Laboratory.**

Introduces methods and techniques to investigate ecological topics. Includes population and community dynamics, species interactions and forest composition. Prerequisite: BIOL:102 or ECOL:201 or instructor's permission. 1 SH. 4 laboratory hours.

**BIOL:408 Aquatic Ecology.**

The ecology of freshwater ecosystems. Emphasizes biota of freshwater and their relationships with physical and chemical components of lakes, streams and reservoirs. Same as ECOL:408. Prerequisite: BIOL:102 or ECOL:201 or instructor's permission. 3 SH.

**BIOL:409 Aquatic Ecology Laboratory.**

Field laboratory in aquatic ecology techniques. Topics include physical and chemical measurements and the identification and enumeration of phytoplankton, zooplankton, aquatic plants and benthic organisms. Same as ECOL:409. Prerequisite: BIOL:102 or ECOL:201 or instructor's permission. 1 SH. 4 laboratory hours.

**BIOL:424 The Biochemistry of Metabolism.**

This course covers the structure and function of major biomolecules such as carbohydrates and lipids and their role in metabolism. Energy metabolism and biomolecule biosynthesis and degradation are emphasized. Same as CHEM:424. Prerequisite: CHEM:222. Strongly recommended: BIOL:426/CHEM:426. 3 SH. 3 lecture hours. CC: Team Intensive.

**BIOL:425: The Biochemistry of Nucleic Acids.**

This course integrates information from the disciplines of biology and chemistry to explore nucleic acid function and metabolism. In-depth discussions cover the forces behind DNA/DNA, DNA/RNA, and DNA/protein interactions as they apply to DNA structure and metabolism, RNA function and metabolism, protein synthesis, and gene regulation. Same as CHEM:425. Prerequisite: CHEM:222. Strongly recommended: BIOL:426/CHEM:426. 4 SH. 3 lecture hours. 3 laboratory hours. CC: Interdisciplinary.

**BIOL:426 The Biochemistry of Proteins and Enzymes.**

This course focuses on the structure of proteins, the thermodynamics of protein folding, enzyme catalytic mechanisms and enzyme kinetics. This course also introduces the field of bioinformatics, the use of computer databases to determine relationships between nucleic acid sequence, protein structure and protein function. Same as CHEM:426. Prerequisite: CHEM:222. 3 SH. 3 lecture hours.

**BIOL:427 Biochemistry of Proteins and Enzymes Laboratory.**

This lab explores enzyme kinetics and inhibition, as well as methods of isolation, purification, identification, and analysis of proteins and enzymes. This lab is designed to provide technical skills necessary for biochemical research. Same as CHEM:427. Prerequisite: CHEM:222. 1 SH. 3 laboratory hours.

**BIOL:429 Biochemistry of Metabolism Laboratory.**

This lab explores metabolic function and metabolites. The lab focuses on the isolation, purification, identification and analysis of metabolites. Same as CHEM:429. Prerequisite: CHEM:222. 1 SH. 3 laboratory hours. CC: *Team Intensive*.

**BIOL:440 Behavioral Neuroendocrinology.**

This course deals with the interrelationships among hormones, the brain and behavior. The role of the nervous system and hormones in the development and regulation of behavior, as well as how experience can regulate neuroendocrine physiology, will be examined. This course puts special emphasis on generating and testing hypotheses based on knowledge gained from reviewing the primary literature. Specific topics covered include the endocrine regulation of reproductive behavior, aggressive behavior, biological rhythms, energy balance, stress, learning and memory. Prerequisite: BIOL:102. Corequisite: BIOL:441. 3 SH. CC: *Writing Intensive*.

**BIOL:441 Behavioral Neuroendocrinology Laboratory.**

This course investigates the experimental methodology used by behavioral neuroendocrinologists to investigate the interrelationships among hormones, the brain and behavior. The course provides hands-on learning about laboratory techniques that examine neuropeptides, hormones, brain structures and behavior, as well as proper use of animals in research, experimental design and statistical analysis. Hypothesis development and testing is emphasized, and a portion of the grade is based on an independent research project. Prerequisite: BIOL:102. Corequisite: BIOL:440. 1 SH. 3 laboratory hours. CC: *Writing Intensive*.

**BIOL:450 Advanced STEM Seminar.**

This seminar is taken by students in the STEM Scholars' Program in the second, third and fourth years as a way of continuing to work together to build the STEM cohort, learn about STEM careers, and explore their own interests and aptitudes regarding future career options. Not for major or minor credit. Prerequisite: BIOL:250. 0.5 SH.

**BIOL:455 Neurons and Networks.**

This course is a detailed look at the sophisticated cellular and molecular mechanisms in the nervous system and how these mechanisms provide the foundation for circuits and functional neuroanatomical structures capable of generating complex behaviors and physiological functions. This course connects functional cellular and anatomical units of the nervous system to behaviors typically addressed by the field of psychology, such as learning, motivation, addiction and psychological disorders. The

initial material focuses on the molecular structure and function of neurons and then builds upon this foundation by progressively assembling the functional neuroanatomical structures of the nervous system and considering the complex behaviors that these structures generate. Prerequisites: BIOL:201, PSYC:101 and junior standing or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory hours. CC: *Interdisciplinary*.

**BIOL:500 Topics in Biology.**

Varying topics of interest to students and instructor. Possible topics include genetic engineering advances in embryology, plant products, reproductive physiology and stress ecology. Prerequisites: Prior course in general topic area and instructor's permission. *Variable credit*.

**BIOL:501 Seminar in Biology.**

Weekly one-hour meetings in which students and staff report and discuss current biological research literature. Senior biology majors in Group B track require one semester. 2 SH. *Capstone*.

**BIOL:502 Biology Internship.**

Career investigation for junior and senior biology majors. May be repeated once. A written report of the internship will be required. Prerequisite: First two years of the biology major program. 1 SH. *Minimum of 5 contact hours*.

**BIOL:503 Biological Issues in Australia.**

Introduces students to the unique biological and environmental issues of Australia, concentrating on isolation as a theme. Convergent evolution, colonial settlement and introduced species, fire and aboriginal land-use practices, and coral reef ecology are all considered. Prerequisite for participation in the Focus Australia program. 2 SH.

**BIOL:504 Independent Study in Biology.**

Investigation of a specific topic or problem in biology under the guidance of an appropriate faculty member. 1-4 SH.

**BIOL:510 Student Research I.**

Introduces students to methods and techniques of biological research in the context of a collaborative research project. Required for students in the Group A track. Prerequisite: Instructor's permission. 4 SH. 16 contact hours. *Capstone*.

**BIOL:511 Student Research II.**

Collaborative research with an emphasis on presentation of data and explanation of results. Required for students in the Group A track. Prerequisite: Instructor's permission. 4 SH. 16 contact hours. *Capstone*. CC: *Oral Intensive, Writing Intensive*.

**BIOL:550 Explorations in Biology.**

Explores salient issues in the biological sciences. Prerequisites: BIOL:101 or BIOL:102, junior standing or instructor's permission. 2-4 SH.

**BIOL:560 Interdisciplinary Explorations in Biology.**

Explores salient issues in the biological sciences from an interdisciplinary perspective. Prerequisites: Sophomore standing and either BIOL:101 or BIOL:102 or instructor's permission. 2-4 SH. CC: *Interdisciplinary*.

# Chemistry

## Chemistry Faculty

**Associate Professor Swarna Basu** holds a Ph.D. from Wesleyan University. He specializes in physical and biophysical chemistry, and his research interests are in the areas of laser spectroscopy, fluorescence microscopy and computational chemistry.

**Associate Professor Geneive Henry** holds a Ph.D. in organic chemistry from The University of The West Indies, Mona. Her research focuses on the isolation, characterization and semi-synthesis of bioactive natural products from plants and bacteria, with emphasis on anticancer and antibacterial agents.

**Associate Professor T. Wade Johnson**, department head, holds a Ph.D. from Iowa State University in biochemistry. His research centers on investigating aspects of electron transfer related to photosynthesis and structure function relationship of protein and small molecules.

**Associate Professor Lou Ann Tom** holds a Ph.D. from Lehigh University. She has 19 years of industrial pharmaceutical experience at Merck & Co. Inc. She is interested in development of molecularly imprinted polymers for the detection of low levels of pharmaceuticals and other novel applications.

**Assistant Professor William Dougherty Jr.** holds a Ph.D. in inorganic chemistry from the University of Delaware. He specializes in synthetic inorganic and organometallic chemistry and is interested in the effect of metal environment on the electrochemical properties of transition metals.

**Visiting Assistant Professor Courtney Thomas** holds a Ph.D. from Iowa State University in genetics. Her research focuses on the identification of multisubunit protein complexes and analysis of kinase cascades.

**Postdoctoral Teaching Fellow Jill Worlinsky** holds a Ph.D. from the University of Connecticut.

## Chemistry and Biochemistry Studies

**American Chemical Society Accreditation.** The department's major in chemistry is accredited by the American Chemical Society.

### Learning goals:

- Demonstrate the ability to apply appropriate chemical and physical models to make predictions or draw conclusions regarding chemical systems or phenomenon. Examples of chemical systems are compound formation (synthesis), energy transfer, equilibrium composition, various physical properties, chemical reactivity, etc.

- Demonstrate mastery of laboratory skills and execute common experimental techniques.
- Demonstrate the ability to design, prepare, execute and adjust experiments.
- Describe the theoretical and operational principles of common laboratory instrumentation such as NMR, FT-IR, UV-Vis, AA, fluorescence spectrometers, GC-MS, HPLC and electrochemical analysis instrumentation, as well as their typical uses, sensitivities and limitations. Interpret the data collected with such instrumentation.
- Find topic-specific chemical literature, interpret and evaluate chemical studies as described in scientific journals, and describe these conclusions through written and oral presentations.
- Analyze and interpret data to detect trends, evaluate the quality of data and reach scientifically valid conclusions.

**Requirements for the Majors in Chemistry and Biochemistry.** Susquehanna offers a Bachelor of Arts degree in chemistry and Bachelor of Science degrees in both chemistry and biochemistry.

**The Bachelor of Arts degree in chemistry** requires the following courses, with grades of C- or better:

### Semester Hours

8	CHEM:101-102 General Chemistry I, II or CHEM:103-104 General Chemistry I, II Teams or CHEM:111-112 General Chemistry I, II Teams WS
8	CHEM:221-222 Organic Chemistry I, II
4	CHEM:231 Quantitative Analysis
8	CHEM:341-342 Physical Chemistry I, II
4	CHEM:450 Advanced Inorganic Chemistry
2	Four semester equivalents of CHEM:505 Seminar
0-8	Mathematics through MATH:112 Calculus II
8	PHYS:204-205 Introductory Physics I, II (Calculus-based)

Other chemistry courses selected to fulfill career goals

**The Bachelor of Science degree in chemistry** requires a minimum of 41 semester hours in chemistry, including all courses required for the Bachelor of Arts degree, plus CHEM:430 Instrumental Analysis, one elective in chemistry or biochemistry, and an additional four-semester-hour mathematics or computer science course other than MATH:101 or MATH:105. All required courses must be completed with a grade of C- or higher.

A student may qualify to graduate as an American Chemical Society certified professional chemist by completing CHEM:430 Instrumental Analysis and CHEM:425 The Biochemistry of Nucleic Acids or CHEM:426 The Biochemistry of Proteins and Enzymes, and one advanced senior course beyond the Bachelor of Arts courses in chemistry.

**Secondary Teaching Certification.** Majors interested in chemistry teaching certification complete the requirements for

the chemistry degree and the appropriate education requirements. For more information, see the education requirements section on page 74.

**The Bachelor of Science degree in biochemistry** requires the following courses with grades of C- or better:

semester hours

8	CHEM:101–102 General Chemistry I, II or CHEM:103-104 General Chemistry I, II Teams or CHEM:111-112 General Chemistry I, II Teams WS
8	CHEM:221–222 Organic Chemistry I, II
4	CHEM:231 Quantitative Analysis
4	CHEM:341 Physical Chemistry I
4	CHEM:426, CHEM:427 The Biochemistry of Proteins and Enzymes and Biochemistry of Proteins and Enzymes Lab
4	CHEM:425 The Biochemistry of Nucleic Acids or CHEM:424 The Biochemistry of Metabolism and CHEM:429 Biochemistry of Metabolism Lab
2	Four semester equivalents of CHEM:505 Seminar
0–8	Mathematics through MATH:112 Calculus II
8	PHYS:204–205 Introductory Physics I, II (Calculus-based)
4	BIOL:102 Cell and Organismal Biology
12	12 semester hours of biology courses beyond BIOL:102, at least 8 of which must be at or above the 300 level (excluding BIOL:501 and BIOL:510)

**Honors in Chemistry.** The departmental honors program encourages and recognizes superior performance in chemistry. To graduate with honors in chemistry, candidates must do the following:

- Petition the department in writing by the third week of their final semester,
- Maintain at least a 3.25 cumulative GPA overall and a 3.50 cumulative GPA in chemistry courses (plus biology courses for biochemistry majors),
- Submit an acceptable written thesis based on two four-hour semesters of senior research work in CHEM:500 Problems in Chemistry (or BIOL:510 if approved by chemistry department), and
- Pass an oral exam based on the submitted thesis.

**Minors.** Students minoring in chemistry complete five courses: CHEM:101–102 or CHEM:103-104 or CHEM:111-112, CHEM:221, and CHEM:231 or CHEM:311, plus one course chosen from CHEM:222, CHEM:341, CHEM:424, CHEM:425 or CHEM:426.

The biochemistry minor requires CHEM:101–102 or CHEM:103-104 or CHEM:111–112, CHEM:221–222, CHEM:426, CHEM:425 or CHEM:424, and CHEM:427.

## Chemistry Courses

### **CHEM:100 Trends in Chemistry.**

Emphasizes the use of chemistry by society and in nature. This course presents the basic chemical concepts in a variety of contexts. Subjects might include environmentally friendly green chemistry, medicinal, nanotechnology, chemistry of movies and magic, or chemistry of everyday objects. *4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations.*

### **CHEM:101-102 General Chemistry I, II.**

Fundamental laws and principles, the properties and reactions of common elements and compounds, and principles of chemical equilibria. CHEM:221 is the next level. Students may receive credit for only one of the three introductory chemistry sequences, CHEM:101-102, CHEM:103-104, CHEM:111-112. *4 SH each. 3 lecture hours, 3 laboratory hours each. CC: Scientific Explanations for CHEM:101.*

### **CHEM:103-104 General Chemistry I, II Teams.**

Fundamental laws and principles, the properties and reactions of common elements and compounds, and principles of chemical equilibria taught in a team-based format. CHEM:221 is the next level. Students may receive credit for only one of the three introductory chemistry sequences: CHEM:101-102, CHEM:103-104 or CHEM:111-112. *4 SH each. 3 lecture hours, 3 laboratory hours each. CC: Scientific Explanations for CHEM:103, Team-Intensive for CHEM:103 and CHEM:104.*

### **CHEM:111-112 General Chemistry I, II Teams WS.**

Fundamental laws and principles, the properties and reactions of common elements and compounds, and principles of chemical equilibria taught in a team-based workshop format, with the lab and lecture integrated. CHEM:221 is the next level. Students may receive credit for only one of the three introductory chemistry sequences: CHEM:101-102, CHEM:103-104, CHEM:111-112. *4 SH each. 3 lecture hours, 3 laboratory hours each. CC: Scientific Explanations for CHEM:111 Team-Intensive for CHEM:111 and CHEM:112.*

### **CHEM:221-222 Organic Chemistry I, II.**

Basic concepts of stereochemistry, spectroscopy, and chemistry of aliphatic and aromatic hydrocarbons and derivatives. Prerequisite: CHEM:102, CHEM:104, or CHEM:112 for CHEM:221. *4 SH each. 3 lecture hours, 3 laboratory hours each. CC: Writing Intensive for CHEM:222.*

### **CHEM:231 Quantitative Analysis.**

Classical analytical methods for quantitative determination of chemical species. Techniques are selected from volumetric, gravimetric, potentiometric and spectrophotometric methods. Prerequisites: CHEM:101–102, CHEM:103-104 or CHEM:111-112. *4 SH. 2 lecture hours, 2 three-hour laboratories.*

**CHEM:300 Topics in Chemistry.**

Varied topics reflecting student and instructor interests. Possibilities include medicinal chemistry, nanoscience, forensic chemistry, pharmaceutical chemistry, environmental chemistry and green chemistry. Prerequisite: CHEM:222 (may be others for some topics). *1-4 SH. Offered as lecture only, laboratory only, as a lecture/laboratory combination. CC: Interdisciplinary when the topic is Medicinal Chemistry. Ethics Intensive and Interdisciplinary when the topic is Forensic Chemistry.*

**CHEM:311 Analytical Chemistry.**

Chemical species are analyzed by classical quantitative and modern spectrometric methods. Theory of equilibrium, potentiometric, optical, chromatographic and mass spectral techniques are discussed. Laboratories range from volumetric, gravimetric and potentiometric wet techniques to photospectrometric methods (UV-vis, FT-IR, AA) and mass spectrometry. This class is specifically designed for the chemistry minor and does not count toward the chemistry major, the biochemistry major or as an elective. Prerequisites: CHEM:101-102, CHEM:103-104 or CHEM:111-112. *4 SH. 3 lecture hours, three-hour laboratory.*

**CHEM:341 Physical Chemistry I.**

An in-depth study of classical and statistical thermodynamics and reaction kinetics presented with applications to phase equilibria, chemical equilibria, solute-solvent interactions and nonequilibrium thermodynamics. Prerequisites: CHEM:101-102, CHEM:103-104 or CHEM:111-112; CHEM:231; MATH:111-112; and PHYS:204-205 (Calculus-based) or instructor's permission. *4 SH. 3 lecture hours, 3 laboratory hours. CC: Writing Intensive.*

**CHEM:342 Physical Chemistry II.**

Introduction to quantum chemistry and spectroscopy. Theory of quantum mechanics presented at a fundamental level with special attention paid to classical problems—particle in a box, harmonic oscillator, rigid rotor and hydrogen atom—and practical application to the electronic structure of atoms and molecules and to atomic and molecular spectroscopy. Prerequisites: CHEM:101-102, CHEM:103-104 or CHEM:111-112; CHEM:231, MATH:111-112; and PHYS:204-205 (Calculus-based) or instructor's permission. *4 SH. 3 lecture hours, 3 laboratory hours.*

**CHEM:400 Research Experience.**

Individual investigation of a novel problem in chemistry or biochemistry in collaboration with a faculty member. May be repeated for credit. Prerequisite: Instructor's permission. *1-4 SH.*

**CHEM:424 The Biochemistry of Metabolism.**

This course covers the structure and function of major biomolecules such as carbohydrates and lipids and their role in metabolism. Energy metabolism and biomolecule biosynthesis and degradation are emphasized. Same as BIOL:424.

Prerequisite: CHEM:222. Strongly recommended: BIOL:426/CHEM:426. *3 SH. 3 lecture hours. CC: Team Intensive.*

**CHEM:425: The Biochemistry of Nucleic Acids.**

This course integrates information from the disciplines of biology and chemistry to explore nucleic acid function and metabolism. In-depth discussions cover the forces behind DNA/DNA, DNA/RNA and DNA/protein interactions as they apply to DNA structure and metabolism, RNA function and metabolism, protein synthesis, and gene regulation. Same as BIOL:425. Prerequisite: CHEM:222. Strongly recommended: BIOL:426/CHEM:426. *4 SH. 3 lecture hours, 3 laboratory hours. CC: Interdisciplinary.*

**CHEM:426 The Biochemistry of Proteins and Enzymes.**

This course focuses on the structure of proteins, the thermodynamics of protein folding, enzyme catalytic mechanisms and enzyme kinetics. This course also introduces the field of bioinformatics, the use of computer databases to determine relationships between nucleic acid sequence, protein structure and protein function. Same as BIOL:426. Prerequisite: CHEM:222. *3 SH. 3 lecture hours.*

**CHEM:427 Biochemistry of Proteins and Enzymes Laboratory.**

This lab explores enzyme kinetics and inhibition, as well as methods of isolation, purification, identification and analysis of proteins and enzymes. This lab is designed to provide technical skills necessary for biochemical research. Same as BIOL:427. Prerequisite: CHEM:222. *1 SH. 3 laboratory hours.*

**CHEM:429 Biochemistry of Metabolism Laboratory.**

This lab explores metabolic function and metabolites. The lab focuses on the isolation, purification, identification and analysis of metabolites. Same as BIOL:429. Prerequisite: CHEM:222. *1 SH. 3 laboratory hours. CC: Team Intensive.*

**CHEM:430 Instrumental Analysis.**

Instrumental techniques of analysis, focusing on spectroscopy, chromatography and voltammetry. Prerequisite: CHEM:341-342 or instructor's permission. *4 SH. 3 lecture hours, 3 laboratory hours.*

**CHEM:450 Advanced Inorganic Chemistry.**

Inorganic atomic structure and bonding, coordination compounds, acid-base theory and selected inorganic systems. Prerequisite: CHEM:342. *4 SH. 3 lecture hours, 3 laboratory hours.*

**CHEM:490 Chemistry Independent Study.**

Individual work for qualified students under the direction of a faculty member. Usually deals with specialized topics not covered in regularly offered courses. Prerequisites: Instructor and department head approval. *2-4 SH.*

**CHEM:500 Problems in Chemistry.**

Individual study of a problem in experimental chemistry under the direction of a faculty member. May be repeated for credit.

Prerequisite: Instructor's permission. 4 SH. *Capstone.*

**CHEM:505 Seminar.**

Weekly one-hour meetings in which students report on current chemical research literature. Researchers from other institutions and industry will also be invited to present their research. Four semesters (two during junior year and two during senior year) are required for all majors. *Variable Credit. CC: Oral Intensive.*

**CHEM:590 Chemistry Internship.**

Selected students work in the chemical industry under the supervision of an industrial chemist. Prerequisites: CHEM:231 and department head's permission. 4 SH. *S/U grade.*

# Communications

## Communications Faculty

**Professor Larry D. Augustine**, department head, holds a master's degree from West Virginia University. He is executive director of the Pennsylvania High School Speech League, which is headquartered at Susquehanna. He teaches broadcasting and media law. He also is the coordinator of the internship program and is general manager of WQSU-FM.

**Professor Beverly Romberger** holds a Ph.D. from The Pennsylvania State University. Her research focuses on oral history and includes topics such as women's lives, workforce diversity, and men's and women's beliefs about relationships. She teaches public speaking, interpersonal communication, team communication, communication theory, intercultural communication and effective listening. She also serves as coordinator for the department's honors program and individual investigations.

**Professor James D. Sodt** is the university's Charles B. Degenstein Distinguished Professor of Communications. He holds a Ph.D. from Syracuse University and spent a decade in strategy, marketing and product development with AT&T. He teaches corporate communications, public relations management, crisis communications, interdisciplinary seminars in technology and other subjects. He serves as adviser to Sterling Communications, Susquehanna's student-run public relations firm.

**Associate Professor Catherine Hastings** holds a Ph.D. from The Pennsylvania State University. She has experience editing a daily newspaper, and her research interests include rhetorical criticism and journalism history. She teaches a variety of journalism and film courses and is adviser to the student newspaper, *The Crusader*. She is also the coordinator of the film studies minor.

**Associate Professor David Kaszuba** holds a Ph.D. from The Pennsylvania State University. He teaches a variety of public relations, journalism and communications courses. He also is the adviser to *The Lanthorn*—the university yearbook—and the communications honorary, Lambda Pi Eta. His research interests include media history.

**Associate Professor Craig Stark** holds a Ph.D. in mass communications from The Pennsylvania State University. He teaches courses in audio and video production and distribution, media history and criticism. His research interests include radio history, political economy of mass communications and emerging media technologies. He also provides support to WQSU-FM.

**Visiting Assistant Professor Linda Burkley** has a master's degree in leadership and liberal arts from Duquesne University,

and she holds the APR certification in public relations. She is also the president of Ardis Communication Co. in Harrisburg, Pa. She teaches a variety of public relations courses and serves as adviser to the Public Relations Student Society of America (PRSSA) chapter.

**Lecturer John Foltz** holds a master's degree from Ithaca College in corporate and organizational media. He has spent over 15 years leading a successful firm serving Fortune 500 companies, health care agencies, and not-for-profit organizations. He teaches Essentials of Digital Media, Fundamentals of Digital Video Production, and Intermediate Digital Production. He also serves as adviser to Lens Flare, a video practicum.

**Part-time faculty** Professionals in media and communications from throughout the region are hired to teach classes.

## Communications Studies

### Learning goals:

- Students will be able to identify, explain and apply theory.
- Students will demonstrate communication skills (oral, visual, written, research).
- Students will recognize ethical implications and relate them to various contexts.
- Students will develop and practice critical thinking.

**Teacher Certification.** The department offers a program leading to teacher certification in communications. Majors choosing this program also complete additional requirements specified by the Department of Education. For more information, please see the education requirements section on page 74.

**Requirements for the Bachelor of Arts in Communications.** Susquehanna offers a major in communications with three possible emphases: digital multimedia (with tracks in either broadcasting or journalism), strategic communications (with tracks in either public relations or corporate communications) and communication arts (with tracks in speech communication, communication studies or teacher certification). Majors complete university Central Curriculum requirements, plus 46 to 50 semester hours of courses in a selected emphasis and track. These include introductory courses, practica for learning skills and specific emphases requirements. A grade of C- or better is required for any course to apply to the major or minor. Courses may count toward only one emphasis or minor.

The department also expects communications majors and minors to participate each semester in related cocurricular activities. Options include WQSU-FM radio station; *The Crusader* student newspaper; *The Lanthorn* student yearbook; Sterling Communications, the student-run public relations firm; the Paul Dannelley chapter of PRSSA; and other activities supervised by department faculty.

## Communications Major Emphases

### *Digital Multimedia Emphasis*

**Broadcasting Track.** Students fulfill the university Central Curriculum requirements, participate fully in WQSU radio operations and successfully complete the following courses:

semester hours

24	<i>Department Requirements</i>
2	COMM:100 Grammar for Communicators
4	COMM:101 Essentials of Digital Media
4	COMM:190 Communication/Media Theory
4	COMM:192 Public Speaking
4	COMM:201 Ethics and Leadership
4	COMM:481 Media Law
1	COMM:501 Practicum
1	COMM:501 Practicum
26	<i>Broadcasting Requirements</i>
4	COMM:171 Introduction to Media
2	COMM:182 Writing for New Media
4	COMM:277 Audio Production and Media Performance
4	COMM:282 Fundamentals of Digital Video Production
4	COMM:382 Intermediate Digital Multimedia Production
4	COMM:471 Critical Analysis of Emerging Media
4	COMM:482 Professional Digital Multimedia Production

**Journalism Track.** Students fulfill the university Central Curriculum requirements, participate fully in various media activities and successfully complete the following courses:

semester hours

24	<i>Department Requirements</i>
2	COMM:100 Grammar for Communicators
4	COMM:101 Essentials of Digital Media
4	COMM:190 Communication/Media Theory
4	COMM:192 Public Speaking
4	COMM:201 Ethics and Leadership
4	COMM:481 Media Law
1	COMM:501 Practicum
1	COMM:501 Practicum
22	<i>Journalism Requirements</i>
4	COMM:131 Introduction to Journalism
4	COMM:231 Newswriting and Reporting
4	COMM:331 Editing
4	COMM:435 Feature Writing

4	ARTS:243 Digital Photography or COMM:282 Fundamentals of Digital Video Production
1	COMM:501 Practicum
1	COMM:501 Practicum

### *Strategic Communications*

**Public Relations Track.** Students fulfill the university Central Curriculum requirements, participate fully in departmental activities appropriate to their interests and successfully complete the following courses:

semester hours

24	<i>Department Requirements</i>
2	COMM:100 Grammar for Communicators
4	COMM:101 Essentials of Digital Media
4	COMM:190 Communication/Media Theory
4	COMM:192 Public Speaking
4	COMM:201 Ethics and Leadership
4	COMM:481 Media Law
1	COMM:501 Practicum
1	COMM:501 Practicum
22-24	<i>Public Relations Requirements</i>
4	COMM:131 Introduction to Journalism
4	COMM:211 Public Relations
4	COMM:314 Public Relations Writing and Campaigns
4	COMM:318 Integrated Marketing Communications
4	COMM:411 Public Relations/Corporate Communications Management
2-4	One of the following: COMM:231 Newswriting and Reporting, COMM:321 Crisis Management, COMM:323 Computer Design Skills, COMM:504 Internship, ARTS:243 Digital Photography, MGMT:280 Marketing, or MGMT:481 Advertising Management

**Corporate Communications Track.** Students fulfill the university Central Curriculum requirements, participate fully in departmental activities appropriate to their interests and successfully complete the following general courses and one of the options:

semester hours

General requirements	
24	<i>Department Requirements</i>
2	COMM:100 Grammar for Communicators
4	COMM:101 Essentials of Digital Media

- 4 COMM:190 Communication/Media Theory
- 4 COMM:192 Public Speaking
- 4 COMM:201 Ethics and Leadership
- 4 COMM:481 Media Law
- 1 COMM:501 Practicum
- 1 COMM:501 Practicum
  
- 14 *Corporate Communications Requirements*
  - 4 COMM:221 Corporate Communications
  - 2 COMM:223 Corporate Communications Writing
  - 4 COMM:321 Crisis Management
  - 4 COMM:411 Public Relations/Corporate Communications Management
  
- Plus additional requirements from one of the following three options:
- 12 **Option One: Business Requirements:**
  - 4 ACCT:200 Financial Accounting
  - 4 MGMT:280 Marketing
  - 4 MGMT:360 Management and Organizational Behavior
- 24-28 **Option Two: The standard minor in business with the following requirements:**
  - 4 ACCT:200 Financial Accounting
  - 4 MGMT:202 Business Statistics
  - 4-8 ECON:105 Elements of Economics, or ECON:201 and ECON:202
- 12 semester hours, chosen from the following:
  - 4 MGMT:280 Marketing
  - 4 MGMT:340 Corporate Financial Management
  - 4 MGMT:360 Management and Organization Behavior
  - 4 MGMT:390 Operations Management
- 28 **Option Three: Minor in business (custom-designed minor in business for corporate communications students only):**
  - 4 MGMT:202 Business Statistics
  - 4 MGMT:280 Marketing
  - 4 MGMT:360 Management and Organizational Behavior
  - 4 ACCT:200 Financial Accounting
  - 4 ACCT:210 Legal Environment
  - 4 Either ECON:105 Elements of Economics or ECON:202 Principles of Microeconomics PLUS 4 semester hours from the following:
    - 4 COMM:217 Principles of Advertising
    - 4 MGMT:340 Corporate Financial Management
    - 4 MGMT:361 Human Resource Management
    - 4 MGMT:381 Marketing Research

- 2 MGMT:466 Negotiations
- 4 MGMT:481 Advertising Management

**Communication Arts**

**Speech Communication Track.** Students fulfill the university Central Curriculum requirements, participate fully in departmental activities appropriate to their interests and successfully complete the following courses:

semester hours

- 24 *Department Requirements*
  - 2 COMM:100 Grammar for Communicators
  - 4 COMM:101 Essentials of Digital Media
  - 4 COMM:190 Communication/Media Theory
  - 4 COMM:192 Public Speaking
  - 4 COMM:201 Ethics and Leadership
  - 4 COMM:481 Media Law
  - 1 COMM:501 Practicum
  - 1 COMM:501 Practicum
  
- 18 *Speech Communication Requirements*
  - 4 COMM:191 Interpersonal Communication
  - 2 COMM:295 Effective Listening
  - 4 COMM:194 Intercultural Communication
  - 4 COMM:296 Dynamic Presentational Speaking
  - 4 COMM:491 Team Communication
  
- 8 *Department Electives*, chosen from any COMM course

**Communication Studies Track.** Students fulfill the university Central Curriculum requirements, participate fully in departmental activities appropriate to their interests and successfully complete the following courses:

semester hours

- 24 *Department Requirements*
  - 2 COMM:100 Grammar for Communicators
  - 4 COMM:101 Essentials of Digital Media
  - 4 COMM:190 Communication/Media Theory
  - 4 COMM:192 Public Speaking
  - 4 COMM:201 Ethics and Leadership
  - 4 COMM:481 Media Law
  - 1 COMM:501 Practicum
  - 1 COMM:501 Practicum
  
- 2 *Communication Studies Requirement*
  - 1 COMM:501 Practicum
  - 1 COMM:501 Practicum
  
- 24 *Department electives*, chosen from communications

## courses

**Teacher Certification Track.** Communications majors interested in communications education certification take 42 semester hours in major courses plus 12 semester hours in other cognate courses in related disciplines. Also, the student must meet additional Department of Education requirements. Students fulfill the university Central Curriculum requirements, participate fully in appropriate department activities and successfully complete the following courses:

semester hours

42	<i>Department Requirements</i>
4	COMM:131 Introduction to Journalism
4	COMM:191 Interpersonal Communication
4	COMM:192 Public Speaking
4	COMM:231 Newswriting and Reporting
4	COMM:171 Introduction to Media
4	COMM:282 Fundamentals of Digital Video Production
2	COMM:295 Effective Listening
4	COMM:481 Media Law
4	THEA:151 Acting I: The Stanislavski System
4	THEA:252 Survey of Western Theatre
4	THEA:258 From Page to Stage

**Honors.** The departmental honors program encourages and recognizes outstanding performance in communications. To graduate with department honors, candidates must do the following:

- Complete major requirements under guidance of a Communications Department faculty adviser, who agrees to serve as a sponsor at the student's request,
- Petition the honors coordinator with a written honors proposal no later than the second to last week of the end of the junior year. The submission must be approved as honors quality by departmental faculty,
- Maintain a 3.70 cumulative GPA in department courses,
- Produce an acceptable written or production thesis based on one year of senior research/production work (COMM:503 Honors Study) beyond the required major track semester hours,
- Submit the thesis at least two weeks before graduation, and
- Successfully complete an oral defense of the honors thesis.

Honors work not meeting the required standards will be applied as a university elective course.

Departmental honors may be taken separately from or in conjunction with the university Honors Program.

**Honor Societies.** Students who meet the requisite national and local standards are eligible to join the national honorary society Lambda Pi Eta (communications).

## Communications Minors

Communications majors may not count the same course for an emphasis and a minor. Moreover, courses selected require a grade of C- or higher and may not count toward more than one minor.

**Minor in Advertising.** Students are expected to participate in department activities appropriate to their interests and successfully complete 22-24 semester hours: COMM:100 Grammar for Communicators (for non-communications majors), COMM:217 Principles of Advertising, COMM:317 Print and Web Advertising, COMM:318 Integrated Marketing Communications, COMM:323 Computer Design Skills, COMM:371 Broadcast Advertising, two semesters of COMM:501 Practica, and one of the following electives: COMM:101 Essentials of Digital Media, ARTS:243 Digital Photography, ARTG:251 Computer Applications in Graphic Design, MGMT:382 Consumer Behavior or MGMT:481 Advertising Management.

**Minor in Broadcasting.** Students are expected to participate in WQSU radio operations and successfully complete 26 semester hours: COMM:101 Essentials of Digital Media, COMM:182 Writing for New Media, COMM:171 Introduction to Media, COMM:277 Audio Production and Media Performance, COMM:282 Fundamentals of Digital Media Production, COMM:481 Media Law, and COMM:501 (two practica—one in radio and one of the student's choice).

**Minor in Journalism.** Students are expected to participate in *The Crusader* and/or *The Lanthorn* or other department activities appropriate to their interests and successfully complete 22 semester hours: COMM:131 Introduction to Journalism, COMM:231 Newswriting and Reporting, COMM:331 Editing, COMM:435 Feature Writing, either COMM:282 Fundamentals of Digital Media Production or ARTS:243 Digital Photography, and COMM:501 (two practica).

**Minor in Public Relations.** Students are expected to participate in PRSSA, Sterling Communications or various media activities appropriate to their interests and complete 22–24 semester hours: COMM:100 Grammar for Communicators, COMM:131 Introduction to Journalism, COMM:211 Public Relations, COMM:314 Public Relations Writing and Campaigns, COMM:411 Public Relations/Corporate Communications Management, and COMM:501 (two practica) and one of the following courses: COMM:101 Essentials of Digital Media, COMM:192 Public Speaking, COMM:323 Computer Design Skills, COMM:201 Ethics and Leadership, and COMM:318 Integrated Marketing Communications.

**Minor in Speech Communication.** Students are expected to participate in departmental activities appropriate to their interests and complete 22 semester hours: COMM:190 Communication/Media Theory, COMM:191 Interpersonal Communication, COMM:192 Public Speaking and COMM:491 Team Communication and six semester hours chosen from the following: COMM:295 Effective Listening, COMM:194 Intercultural Communication, COMM:201 Ethics and Leadership, COMM:296 Dynamic Presentational Speaking, or COMM:501 (two practica).

## Communications Courses

### Required of All Communications Majors

**COMM:100 Grammar for Communicators.**

A review of American English grammar and punctuation, with emphasis on parts of speech, sentence structure, agreement, case and commas. 2 SH.

**COMM:101 Essentials of Digital Media.**

This course includes basic operating concepts of computers and a hands-on introduction to word processing, email, spreadsheets, presentations, search, website creation and other uses. Students will be introduced to the design and production requirements for documents and content for Web distribution (Photoshop and Adobe Acrobat specifically). Media convergence and issues of audience consideration and usage will also be addressed. 4 SH.

**COMM:190 Communication/Media Theory.**

An introductory exploration of the underlying theories that allow us to understand both person-to-person communication and communication media events and processes. Systems, sign theory, cognitive and behavioral, cultural and social, and critical perspectives are examined as they apply to interpersonal, group, organizational and media contexts. 4 SH. CC: *Writing Intensive*.

**COMM:192 Public Speaking.**

Basic principles of effective extemporaneous speaking to inform and persuade an audience. Emphasizes audience analysis, idea development, organization and delivery skills. Students deliver, listen to and criticize classroom speeches. 4 SH. CC: *Oral Intensive*.

**COMM:201 Ethics and Leadership.**

Uses case studies to examine the types of ethical challenges that face professional communicators across a variety of contexts, while requiring students to analyze those situations critically. The role of leadership in navigating ethical dilemmas is highlighted, as are several case studies where ethical questions intersect with diversity-related issues. 4 SH. CC: *Diversity Intensive, Ethics Intensive*.

**COMM:481 Media Law.**

Examines legal aspects of print and electronic communications. Emphasizes First Amendment, freedom of the press, the right to know, copyright, libel and privacy. Prerequisite: Senior standing. 4 SH. CC: *Interdisciplinary*.

**COMM:501 Practicum.**

Applied projects in broadcasting, print journalism and public relations. All department majors successfully complete the required number of semester hours required in the student's emphasis, but no more than six semester hours of practicum work. All projects require department approval, are graded, must be completed and include a minimum of five hours of project work per week. Students may complete only one project per semester and may not use practicum projects to simultaneously fulfill requirements of other courses. Not open to first-year students. 1 SH.

### Digital Multimedia Emphasis

**COMM:131 Introduction to Journalism.**

An introduction to journalism. Topics include American newspaper history, elements of libel, copyediting symbols, Associated Press style, news leads, inverted pyramid format, interviewing, attributing quotations, writing stories on speeches and meetings, and reading print and online newspapers critically. 4 SH. CC: *Writing Intensive*.

**COMM:171 Introduction to Media.**

Survey of electronic media: history, evaluation, organization, convergence and function. Includes economic and cultural influences on society and legal, educational and artistic aspects. 4 SH.

**COMM:182 Writing for New Media.**

Introduces students to basic media writing skills for broadcast and the Web. Students will engage in the production of Web writing and design, with an emphasis on interactive writing in script form, flowcharts and digital media environments. Prerequisite: COMM:101. 2 SH.

**COMM:231 Newswriting and Reporting.**

The theory and practice of covering local government, police and courts and of writing obituaries. Topics include news sources, news selection, covering beats, basic photojournalism and ethical reporting. Prerequisite: COMM:101 and COMM:131. 4 SH.

**COMM:277 Audio Production and Media Performance.**

Examines the theory and practice of audio production and broadcast operations, including sound and broadcast wave theory, console operation, microphone techniques, commercial production, digital editing and on-air procedures. Students will produce broadcast-quality audio projects in addition to developing a working knowledge and appreciation for high-quality sound and video production. Includes an examination and study of basic announcing techniques for audio and video,

such as voice and diction, pronunciation and oral interpretation of American speech for broadcast and online distribution. Prerequisite: COMM:101. 4 SH.

**COMM:282 Fundamentals of Digital Video Production.**

An introduction to small to medium format video production. Covers basic equipment, terminology, personnel and video production techniques in the studio and field. Includes writing, producing and editing of assigned short projects such as commercials or brief interview segments. Prerequisite: COMM:101. 4 SH.

**COMM:331 Editing.**

The process of editing news for print and online outlets. Includes developing assignments, editorial judgment and ethical considerations, copy-editing, type styles and sizes, headline writing, graphic and photo design, and page layout. Prerequisite: COMM:131. 4 SH.

**COMM:382 Intermediate Digital Multimedia Production.**

An emphasis on advanced video editing techniques and special effects utilizing Adobe Premiere Pro editing software. Students edit and produce complete programs and projects from field-recorded video and student-recorded productions. Emphasis will be on both the technical operation of sophisticated editing systems and the aesthetics of program editing. Students will be required to engage the Web as a system for distribution of content and will be expected to produce and create their own personal Web pages and portfolio blogs. Prerequisites: COMM:277 and COMM:282. 4 SH.

**COMM:435 Feature Writing.**

The process of determining a medium's audience, developing story ideas, writing query letters, and researching and writing feature articles. How-tos, profiles, and travel and human interest articles are among the assignments. Students prepare and print online portfolios. Prerequisites: Junior or senior standing and COMM:131. 4 SH. *Capstone for Journalism or Communications Studies.*

**COMM:471 Critical Analysis of Emerging Media.**

Introduces students to the art and practice of contemporary media criticism and key theoretical and critical approaches that guide the practice. Students will gain a deeper understanding of the movement and interconnection that exists between new media technologies and their social, economic, cultural and political impacts and effects. The historical development, structure, organization, function and effects of convergent and emergent media will be incorporated into the analysis. 4 SH. CC: *Diversity, Writing Intensive.*

**COMM:482 Professional Digital Multimedia Production.**

Engages students in the advanced methods of digital multimedia production. Students will produce a variety of projects that demonstrate their understanding of production skills, including audio and video production for broadcast and the Web. Students

will be required to maintain personal portfolio blogs that showcase content produced in this course and others. Students will gain an understanding of the ethical and theoretical frameworks of video broadcasting. Prerequisites: Senior standing and COMM:382. 4 SH. *Capstone for Broadcasting or Communications Studies.*

## Strategic Communications Emphasis

**COMM:211 Public Relations.**

Survey of the history, development, principles and practices of public relations. Investigates public relations ethics, relationships and roles of mass media in a convergent society. Includes case studies in public relations practices. 4 SH.

**COMM:217 Principles of Advertising.**

Students evaluate how advertisers select the appropriate media to reach their targeted audiences. They will be able to compare and contrast the advantages and disadvantages of various advertising options. 4 SH.

**COMM:221 Corporate Communications.**

Overview of the development, principles and practices of corporate communications and principles of message design. Includes case studies and corporate simulations. 4 SH.

**COMM:223 Corporate Communications Writing.**

Introduction to message content and style for corporate writing. Emphasizes memos, letters, advertisements and brochures. 2 SH.

**COMM:314 Public Relations Writing and Campaigns.**

Emphasizes writing styles and techniques for brochures, publicity, news releases, fact sheets, backgrounders and biographies. Discussion of convergent media. Students produce creative work on actual public relations problems, as well as an overall plan to handle a simulated problem. Prerequisites: COMM:131 and COMM:211. 4 SH.

**COMM:317 Print and Web Advertising.**

Students apply the principles and techniques of advertisements found in various print media and online. They use hands-on skills to design and create camera-ready ads in such media for products, services and nonprofit organizations. Prerequisites: COMM:217 and either COMM:323 or ARTG:251. 4 SH.

**COMM:318 Integrated Marketing Communications.**

Reflects the growing practice of effectively combining an organization's communication tools in a united effort for goal accomplishment. Topics include advertising, public relations, sales promotions, marketing, social media, e-commerce and sponsorships. Legal and ethical considerations are also discussed. Same as MGMT:318. 4 SH. CC: *Interdisciplinary.*

**COMM:321 Crisis Management.**

In today's world crises are inevitable. Crisis management recognizes and deals with systems and system failures. This

course introduces students to a management approach for working with crises before, during and after they occur. Communications-related elements and challenges are especially emphasized. Prerequisite: Junior standing. 4 SH.

#### **COMM:323 Computer Design Skills.**

A study of design principles and computer software for the online content of newsletters, brochures and advertisements. Topics include fonts and typography, proportion, graphics, photographs, contrast and color. Prerequisite: COMM:131 or COMM:101. 2 SH.

#### **COMM:371 Broadcast Advertising: Writing and Practices.**

Theory and technique of writing commercial scripts for radio and television. Covers broadcast ratings analysis and interpretation, time sales, personnel and client relationships. 2 SH.

#### **COMM:411 Public Relations/Corporate Communications Management.**

Modules include management, strategy, government affairs and corporate advertising. Self-managed teams simulate agency communications consulting. Prerequisites: Second-semester junior or senior standing, COMM:211 and COMM:314, or COMM:221 and COMM:223. *Capstone for Public Relations or Corporate Communications.* 4 SH. CC: *Team Intensive.*

## Communication Arts Emphasis

#### **COMM:191 Interpersonal Communication.**

An introductory course on competent interpersonal communication skills. Topics include setting specific communication goals; ways we perceive, talk and listen to others; gender communication; how we use verbal and nonverbal communication; skills in relationships; and ethical considerations within the contexts of friendships, families, intimate partnerships and the workplace. 4 SH. CC: *Social Interactions.*

#### **COMM:194 Intercultural Communication.**

An introduction to contemporary and foundational concepts, practices and processes of intercultural communication. Topics include the complex nature of social and cultural identities; privilege, power and oppression in historical and contemporary society; representations of cultures and identities in popular media; nonverbal codes and cultural space; and the relationship between language and culture. Special emphasis will be on ethical and mindful intercultural communication and social justice. 4 SH. CC: *Diversity.*

#### **COMM:295 Effective Listening.**

Listening is almost a lost art. Effective listening is a person's willingness and ability to hear and understand, whether in a large meeting or in face-to-face encounters. This course helps improve listening knowledge, attitudes and skills in all aspects of listeners' personal, academic and professional lives. 2 SH.

#### **COMM:296 Dynamic Presentational Speaking.**

Development of advanced skill in the construction and delivery of various types of presentations, including informative, persuasive, impromptu, briefings/reports, team and special occasions. Special emphasis on the solid use of PowerPoint visuals. Prerequisite: COMM:192. 4 SH. CC: *Oral Intensive.*

#### **COMM:491 Team Communication.**

Theory and principles of effective team membership and leadership in the small group setting. Focuses on functional roles, verbal and nonverbal behaviors, decision making, problem solving, conflict resolution, ethics and diversity, and group dynamics through the observations of teams. Prerequisite: Junior or senior standing. *Capstone for Speech Communication or Communications Studies.* 4 SH. CC: *Team Intensive.*

## Other Courses

#### **COMM:500 Topics in Communications.**

Examines selected topics in communications, depending on student and instructor interest. Course may be repeated for credit if topic is different. 2-4 SH.

#### **COMM:502 Individual Investigation.**

In-depth exploration of selected topics in broadcasting, film, public relations, print journalism, speech communication, mass communications or corporate communications with faculty guidance allows students to focus on topics outside normal sequence of course offerings. Prerequisite: Department-designated faculty director's permission. May be repeated but not for departmental major credit. 1-4 SH.

#### **COMM:503 Honors Study.**

Independent study for candidates accepted into the departmental honors program. Candidates work under faculty direction, develop and submit written or production theses and defend their theses orally. See the honors section on page 95. 4 SH.

#### **COMM:504 Internship.**

On-the-job, supervised experience at a corporation, governmental agency or nonprofit organization. Prerequisites: Junior or senior standing and internship coordinator's permission. *Variable credit.*

# Computer Science

Learn more about programs in information systems on page 22.

## Computer Science Faculty

**Professor Kenneth A. Brakke** holds a Ph.D. from Princeton University. A well-known geometry scholar, he does mathematical consulting and has written software, the Surface Evolver program, widely used for modeling soap films and other liquid surfaces.

**Associate Professor Jeffrey Graham**, department head, earned his Ph.D. in mathematics from Rensselaer Polytechnic Institute, then taught mathematics and computer science at Western Carolina University. His research interests are in numerical analysis.

**Associate Professor Toshiro Kubota** earned his Ph.D. in computer engineering from the Georgia Institute of Technology. He taught computer science at the University of South Carolina, Columbia, and worked for Siemens Medical Solutions in Malvern, Pa. His research interests are in computer vision, image processing and neural networks.

**Associate Professor Edisanter Lo** holds a Ph.D. in computational mathematics from Arizona State University. His interests include numerical analysis and digital image processing.

**Associate Professor Annika P. Miller** earned her Ph.D. in mathematics from The George Washington University. She has worked as a software engineer and statistical research associate. Her mathematical interests are in discrete and combinatorial mathematics with research in finite geometries. Her computer science interests include software engineering, robotics and artificial life.

**Associate Professor Alexander G. Wilce** has a Ph.D. from the University of Massachusetts Amherst. His research interests include functional analysis, quantum logics and topology.

**Assistant Professor Sarah Cotter Blanset** holds a Ph.D. in mathematics from the University of Notre Dame. Her research is in mathematical logic, particularly model theory and its connections to combinatorics.

## Computer Science Studies

**Computer Science vs. Information Systems.** Susquehanna University offers two distinct programs in computer studies, one in computer science and one in information systems. The computer science program is housed in the Department of Mathematical Sciences, while the information systems program is in the Department of Accounting and Information Systems.

The computer science program has a technical emphasis. Information systems has a business emphasis. Students interested in the foundations of computer science, a career as a computer scientist or graduate study in computer science should elect the computer science major. Those interested in computer systems analysis, business applications of the computer or a career in data management should elect information systems as their major.

Both major programs require many of the same computer-oriented courses. Students undecided about a major may take these courses before declaring a major by the end of their sophomore year. Students can also design their own majors with department guidance and approval. All programs require substantial programming and hands-on computer work.

### Learning goals:

- The student attains knowledge of major computer science and mathematical concepts that will support the student's goals for further study or a career in computer science or related disciplines.
- The student develops the sufficient programming skills to support the student's goals.
- The student develops the ability to write professional documents in a style that is relevant to the student's goals.
- The student develops the ability to articulate computer science concepts.

### Requirements for the Majors in Computer Science.

Susquehanna offers two degree programs in computer science. To earn the Bachelor of Arts degree in computer science, students successfully complete, with grades of C- or better, the equivalent of the following 54 semester hours:

semester hours

4	CSCI:181 Principles of Computer Science
4	CSCI:281 Data Structures
4	CSCI:282 Computer Organization
4	INFS:375 Database Programming
4	CSCI:381 Algorithms
4	MATH:111 Calculus I
4	MATH:108 Introduction to Statistics or equivalent
4	MATH:201 Linear Algebra
4	MATH:221 Discrete Structures
12	12 semester hours of computer science (CSCI) courses at the 300 level or above
6	Six hours chosen from 150 level or above computer science or information systems courses or other computer-related courses as approved by the computer science department head

**Bachelor of Science in Computer Science.** To earn the Bachelor of Science degree in computer science, a student must complete the requirements for the Bachelor of Arts in computer science plus MATH:112 Calculus II, PHYS:204 and either PHYS:101 or

PHYS:205. All courses must be completed with a grade of C- or higher.

**Interdisciplinary Options.** Students majoring in computer science can easily complete a minor in another department. Areas such as accounting, business, biology, chemistry, mathematics, physics or a foreign language are natural choices. Highly motivated students whose interests cross traditional departmental lines may also wish to consider the **self-designed major** option, developing an integrated program of study from courses in several departments. For further information, see the majors and minors section on page 18.

**Minor in Computer Science.** Students who minor in computer science successfully complete, with grades of C- or better, 24 semester hours, including CSCI:181 Principles of Computer Science, CSCI:281 Data Structures, four hours of computer science courses at the 300 level or above, and 12 additional hours of computer science courses or information systems courses above the 150 level, four of which must be above the 300 level.

**Double Major/Minor in Computer Science and Information Systems:** Because of the large overlap in courses in the two majors, the department will approve a double major or a major/minor combination only if the student presents to the department a plan of study that sufficiently minimizes such overlap.

**Double Major/Minor in Computer Science and Mathematics:** Because the computer science major already requires several mathematics courses, many majors pick up a mathematics major or minor relatively easily. However, it is department policy that cross-listed elective courses (such as Operation Research) count in only one major or minor.

**Capstone.** The capstone requirement may be satisfied with CSCI:472 Software Engineering Practicum, CSCI:483 Compiler Theory or CSCI:500 Senior Colloquium. Students need not fulfill the capstone requirement in their major, but they usually do. A capstone course taken as a junior does fulfill the requirement, but not as a sophomore.

**Departmental Honors.** These honors designations encourage and recognize outstanding academic performance. To graduate with honors in computer science or information systems, a major must do the following:

- Have a minimum GPA of 3.50 in the department and 3.00 overall,
- Request admission to the program at the end of the junior year,
- Consult with a faculty adviser to design an honors-quality project and begin research as a first-semester senior taking CSCI:503/INFS:502 Independent Research,
- Complete the project during the second semester in CSCI:500 Senior Colloquium, and

- Successfully pass an oral exam in a selection of computer science courses.

## Computer Science Courses

### **CSCI:151 Introduction to Programming.**

An introductory course in computer science for nonmajors. The course teaches computer programming with emphasis on logical thinking, problem solving, and algorithmic development. PROCESSING or a similar programming language is used. Topics include variables, arithmetic and logical operators, graphics, user interface, built-in library calls, I/O operations, conditional statements, loops, functions, and classes. 4 SH. CC: *Analytical Thought*.

### **CSCI:181 Principles of Computer Science.**

An introductory course in computer science for majors. Also open to nonmajors. Emphasizes computer problem-solving methods and algorithmic development. Topics include programming in C++ or comparable language, techniques of good programming style, data types, file and screen input and output, control structures, subroutines, recursion, arrays, and pointers. 4 SH. CC: *Analytical Thought*.

### **CSCI:200 Multi-agent Modeling in the Natural and Social Sciences.**

This course will explore some of what computer science has to offer to the natural and social sciences. Many phenomena consist of interacting individuals that can be modeled as following a set of behavioral rules. Using a suitable computer language such as NetLogo, Repast or others, we will learn to model these phenomena. Some programming experience is helpful but not required. Prerequisites: Fulfillment of the Analytic Thought requirement, sophomore standing and completion of either the Social Interactions requirement or the Scientific Explanations requirement. Some programming experience would be helpful but is not required. 4 SH. CC: *Interdisciplinary*.

### **CSCI:235 Artificial Life.**

Science and mathematics describe natural phenomena so well that lines between real-world events and the corresponding theoretical world events have become blurred. Can computer models simulate key characteristics of life, such as behavior, motivation, reproduction, adaptation, perception and even intelligence? Proponents of strong artificial life believe that computers will eventually serve not only to model life processes but will actually think and be alive. These contentions are compared and contrasted with an emphasis on the current status and future implications of strong artificial life. This course is meant to be accessible to both majors and nonmajors. Same as MATH:235. Prerequisites: Sophomore standing and, to facilitate an elevated level of class discourse, completion of at least two of the following Central Curriculum requirements: Analytical Thought, Scientific Explanations or Ethics. 4 SH. CC: *Ethics Intensive, Interdisciplinary*.

**CSCI:281 Data Structures.**

Second course in computer programming. Stresses the interplay between algorithms, data structures and their implementations. Topics include stacks, queues, linked lists, sorting, searching, binary trees and graphs. Prerequisite: CSCI:181 Principles of Computer Science. 4 SH.

**CSCI:282 Computer Organization.**

Fundamentals of computer organization and machine architecture. Presents an overview of computer system organization and examines in detail the digital logic level, the register level and the operating system program interface. Uses the assembly language of an available machine for programming assignments. Prerequisite: CSCI:281 Data Structures or instructor's permission. 4 SH.

**CSCI:351 Numerical Computing.**

An introduction to the computational techniques for solving mathematical problems. Topics include roots of nonlinear equations, interpolation, numerical differentiation and integration, and numerical solutions of differential equations. Same as MATH:351. Prerequisite: MATH:111 Calculus I; MATH:112 Calculus II is suggested. 2 SH.

**CSCI:352 Numerical Analysis.**

A theoretical study of the standard numerical techniques for solving mathematical problems. Topics include roots of nonlinear equations, polynomial interpolation, solving systems of equations, numerical integration and numerical solutions of differential equations. Same as MATH:352. Prerequisites: CSCI:351 Numerical Computing, MATH:112 Calculus II and MATH:201 Linear Algebra. 2 SH.

**CSCI:355 Operations Research.**

Mathematical models and optimization techniques useful in decision making. Includes linear programming, game theory, integer programming, queuing theory, inventory theory, networks and reliability. Further topics, such as nonlinear programming and Markov chains, as time permits. Same as MATH:355. Prerequisites: MATH:112 Calculus II, MATH:201 Linear Algebra, MATH:108 Introduction to Statistics and MATH:221 Discrete Structures, or instructor's permission. 4 SH.

**CSCI:370 Cryptology and Number Theory.**

Cryptology is the study of hiding the meaning of messages. Cryptology is an interesting venue for the study of its mathematical underpinnings (number theory, matrix algebra, probability and statistics) and as an opportunity to implement techniques by means of computer programs. We consider monoalphabetic and polyalphabetic encryptions, public key cryptography, security and anonymity. Same as MATH:370. Prerequisite: MATH:221 Discrete Structures. 4 SH.

**CSCI:381 Algorithms.**

Introduces the design and implementation of algorithms using an object-oriented programming language such as C++ or Java. Covers correctness and efficiency of algorithms for sorting, searching, graph problems and mathematical algorithms. Prerequisites: MATH:221 Discrete Structures and CSCI:281 Data Structures. 4 SH.

**CSCI:391 Data Communications and Networks I.**

An overview of data communications and networks, including channel capacity, Ethernet, Internet protocols, DHCP, DNS, TCP, FTP, SMTP, HTTP, Web servers and file sharing. Prerequisite: CSCI:181 Principles of Computer Science. 2 SH.

**CSCI:392 Data Communications and Networks II.**

Further topics in networks, with an emphasis on security. Includes authentication, encryption, verification, certificates, digital signatures, attacks and defenses, privacy and anonymity. Also covers current developments in networks. Prerequisite: CSCI:391 Data Communications and Networks I. 2 SH.

**CSCI:460 Windows Programming.**

Programming in an event-driven environment, such as the Microsoft Windows operating system. Creation and management of windows, dialog boxes, mouse and keyboard input, message queues, and multithreading. Prerequisite: CSCI:381 Algorithms. 4 SH.

**CSCI:471 Software Engineering: Methodology.**

The entire software development cycle is explored, from requirements gathering through analysis, design, implementation, testing and documentation procedures. This course discusses both the theory and the business-world reality of software development, with an emphasis on object-oriented methodologies. Prerequisite: CSCI:381 Algorithms or instructor's permission. 4 SH. CC: *Writing Intensive*.

**CSCI:472 Software Engineering: Practicum.**

This course is designed to provide an experience similar to that of working in the software engineering industry. The methodologies discussed in CSCI:471 Software Engineering: Methodology are put into practice, as students work on project teams throughout one or more software development cycles. Current projects involve designing and developing software to guide a mobile robot. Prerequisites: CSCI:471 Software Engineering: Methodology and junior standing. 4 SH. *Capstone*. CC: *Team Intensive*.

**CSCI:481 Programming Languages.**

Studies the principles underlying various computer languages. Uses comparisons and evaluations of C, FORTRAN, ALGOL, Pascal, LISP, Smalltalk, PERL, PHP and Prolog to introduce the broad principles of language design and implementation. Prerequisite: CSCI:281 Data Structures. 2 SH.

**CSCI:482 Theory of Computation.**

An introduction to the classical and contemporary theory of computation. Topics include the theory of automata and formal languages, computability by Turing machines and recursive functions, computational complexity and possibly quantum computers. Same as MATH:482. Prerequisites: MATH:221 Discrete Structures and CSCI:281 Data Structures. 2 SH.

**CSCI:483 Compiler Theory.**

Studies the phases of compiler design, such as syntax specification, lexical analysis, parsing, symbol tables, error detection, code optimization and code generation. Term project is to write a complete compiler for a small subset of C. Prerequisites: CSCI:282 Computer Organization and MATH:221 Discrete Structures. 4 SH. *Capstone.*

**CSCI:484 Computer Graphics.**

Basic interactive graphics programming in 2-D and 3-D using a common graphics library such as OpenGL. Introduces fundamental hardware and software concepts to implement graphics. Covers topics of drawing points, curves, surfaces, lighting, shading, animation, geometrical transformation, representation of 3-D shapes, and removal of hidden edges and surfaces as time permits. Prerequisites: CSCI:281 Data Structures and MATH:201 Linear Algebra or instructor's permission. 2 SH.

**CSCI:485 Artificial Intelligence.**

A brief summary of the tools, techniques and applications of artificial intelligence. Introduces problem solving and knowledge representation and selects topics from techniques for constructing models, robot design, language processing, computer vision, neural networks and expert systems. Same as INFS:485. Prerequisites: CSCI:281 Data Structures, MATH:111 Calculus I and MATH:108 Introduction to Statistics. 2 SH.

**CSCI:486 Introduction to Operating Systems.**

Introduction to the principles of operating systems through detailed discussion of a popular operating system such as UNIX, with special attention to the areas of user interface, process management and file systems. Prerequisite: CSCI:281 Data Structures. 2 SH.

**CSCI:487 Operating Systems.**

A study of general operating systems principles, processes, file systems, memory management, interprocess communication, I/O and concurrent processes. Includes a programming project in which the student writes a part of an operating system. Prerequisite: CSCI:486 Introduction to Operating Systems. 2 SH.

**CSCI:488 Computer Architecture.**

A study of computer architecture, including logic circuits, CPU design, instruction sets, CISC, RISC, memory architecture, I/O, peripherals, pipelining, superscalar processors and multiprocessors. Includes hardware and software considerations. Prerequisite: CSCI:282 Computer Organization. 2 SH.

**CSCI:500 Senior Colloquium.**

Experience in individual research and presentation of computer-related topics. Prerequisites: Senior standing and computer science department head's permission. 1 or 4 SH. *Capstone. CC: Oral Intensive for the 4-semester-hour version.*

**CSCI:501 Topics in Computer Science.**

Subjects vary depending on instructor and student interest. Example topics include software engineering, cryptography, parallel processing, digital video compression, object-oriented technologies, neural networks and others as approved. Prerequisite: Instructor's permission. 2 or 4 SH.

**CSCI:502 Independent Study.**

Individual work for capable students under the supervision of a faculty member. Prerequisite: Instructor consent and approval of computer science department head. Regularly scheduled courses are approved for independent study only under extraordinary circumstances. 2 or 4 SH.

**CSCI:503 Independent Research.**

A research project culminating in a substantive paper on a selected topic or field in computer science or information systems by arrangement with an instructor. Prerequisites: Junior or senior standing and department head's permission. 2 or 4 SH.

**CSCI:599 Internship.**

Full-time employment in computer science or information systems at an industrial firm or a public service organization. Prerequisites: Senior standing, appropriate background courses in computer science and department internship coordinator's permission. S/U grade. 2, 4 or 8 SH.

# Diversity Studies

Director: Bodinger de Uriarte

## Learning goals:

- Knowledge of the limits and contexts of one's own experience and the ability to value the different experiences of others.
- Recognition and understanding of the diversities of human experience.
- Continued growth development as a contributing member of a number of communities within human society.
- Commitment to an ongoing development of the life of the mind.

**Minor in Diversity Studies.** The minor in diversity studies consists of 22 semester hours, including DIVS:100 Introduction to Diversity Studies; the capstone course for the minor, DIVS:400 Diversity Encounters for a Changing World: Models of Impact; and 16 semester hours selected from courses in the women's studies program, courses in the Jewish studies program and other courses approved by the director of diversity studies.

## Diversity Studies Courses

### **DIVS:100 Introduction to Diversity Studies.**

Introduces students to the study of diversity. Students learn the historical contexts of diversity issues and the scholarly language that has been developed to discuss these issues and investigate how diversity has operated in specific arenas (such as sports or music). *4 SH. CC: Diversity.*

### **DIVS:400 Diversity Encounters for a Changing World: Models of Impact.**

The capstone course for the minor, this course is a continued examination of diversity issues as they affect personal, group, community and academic discourses. Students work with a faculty mentor to focus, develop and apply knowledge of diversity issues to a significant area of student interest, resulting in a major project. Students need to contact the director of diversity studies to sign up for this course and make arrangements for their particular project. *2 SH.*

## Earth and Environmental Sciences

### Earth and Environmental Sciences Faculty

**Professor Carl O. Moses** received a Ph.D. from the University of Virginia. He specializes in geochemistry and general environmental science.

**Professor Katherine H. Straub**, department head, received a Ph.D. in atmospheric science from Colorado State University. She specializes in meteorology, climate, and global atmospheric and oceanic circulations. Her research involves large-scale atmospheric dynamics, tropical meteorology and global climate.

**Associate Professor Jennifer M. Elick** received a Ph.D. in geology from the University of Tennessee. She specializes in sedimentary geology, mineralogy and paleoecology. Her research includes the study of paleosols and the reconstruction of ancient sedimentary environments and geologic mapping.

**Associate Professor Ahmed Lachhab** received a Ph.D. in hydrogeology from the University of Iowa. His research focuses on combining microscale laboratory columns with field hydrogeological monitoring to study contaminant dispersion processes. He teaches in the areas of geology, hydrology and geophysics.

**Associate Professor Daniel E. Ressler** received a Ph.D. in soil science from Iowa State University. He specializes in soil physics and solute transport. His research includes watershed assessment and nutrient and solute movement in soil and wetland systems.

**Associate Professor Derek J. Straub** received a Ph.D. in atmospheric science from Colorado State University. He specializes in atmospheric chemistry, air quality and cloud physics. His research focuses on instrumentation development and interactions between clouds, atmospheric aerosols and trace gases.

### Earth and Environmental Sciences Studies

**Career and Graduate Study Options and Outcomes.** The interdisciplinary nature of the earth and environmental sciences curriculum prepares students for a variety of careers, graduate schools and professional schools, such as law school. Many graduates enter employment immediately after graduation with government environmental regulatory agencies or the private sector as environmental consultants and consulting geologists. Others choose graduate school in environmental science, hydrogeology, soil science, geology and atmospheric science.

Earth and environmental sciences graduates have also pursued careers in education and environmental law.

**Capstone Experience.** The department members recognize the variety of ways that students learn and thus offer several different ways that students can demonstrate their learning through four forms of the capstone experience. Students may choose among Environmental Internships, Research in Earth and Environmental Sciences or Field Program. The capstone experience includes the independent work in each program plus a seminar to complete related academic work like theses and portfolio preparation and public presentations. The department recommends on-the-job, practical experiences for majors, particularly those interested in immediate employment in the private consulting or governmental sectors. Approved internships may include work in private industry, planning commissions, consulting firms, environmental law firms, or state and federal environmental departments.

For students who are interested in advanced training in graduate school, Research in Earth and Environmental Sciences represents a way for them to demonstrate their skills through an individual investigation in collaboration with a member of the department faculty. Students extend learning through exploration of an original problem and demonstrate their progress through a thesis and public presentation. Students have presented at regional and national scientific meetings sponsored by geology, meteorology, soil science and ecology societies.

All students are encouraged to enroll in an approved geologic or environmental field camp, which provides a field experience in which students are trained in current mapping and exploration methods. The Field Program option allows students who elect these opportunities to apply the experiences to the capstone experience requirement. Graduate schools often require these courses before enrollment, and the field-based training is extremely valuable to those seeking a professional career immediately following graduation. After the off-campus experience, students complete on-campus presentations and reflections on their learning.

### Earth and Environmental Sciences Degree Programs

**Bachelor of Arts and Bachelor of Science Degree Programs in Earth and Environmental Sciences.** The department offers both Bachelor of Arts and Bachelor of Science degree programs. The Bachelor of Science program is recommended for students who have made an early decision to enter the earth science and environmental science professions or to attend graduate school in geology, geophysics, geochemistry, environmental science, hydrology, atmospheric science or oceanography. The Bachelor of Arts program is recommended for students who are less

certain of their career objectives or who seek greater flexibility in their undergraduate tenure so they can pursue preparation for a career in education or prepare for a professional or law school.

**Learning goals:**

- Understand the scientific method and how it is applied in the context of a discipline.
- Understand the earth system, the connections between abiotic and biotic systems, and the effect of the human society on the natural system. Understand the historical context of environmental awareness.
- Application of classification systems: vocabulary, observation and categorization.
- Scale interaction within space and time on earth science processes and outcomes.
- Geographic relationships of Earth, science processes, landforms and materials and comprehension of methods to relate these relationships.
- Data, plot and map interpretation and construction.
- Discipline-appropriate methods for observation, classification, characterization and description using relevant technologies and telemetries.
- Development of discipline-appropriate synthesis of readings, laboratory work and course material to produce original scientific understanding.

**Requirements for the Major in Earth and Environmental Sciences.** All majors must complete the department foundation courses, a choice of distribution courses, and the corollary science and mathematics courses listed below. To satisfy degree requirements, courses in the Department of Earth and Environmental Sciences must be completed with grades of C- or higher. Students who change majors after completing EENV:102, EENV:103, EENV:104, EENV:105 or EENV:213 may substitute that course in place of EENV:101 in the introductory sequence.

semester hours

- 16 *Department Introductory Sequence*
- 4 EENV:101 Environmental Science
  - 4 EENV:113 Geology and the Environment
  - 4 EENV:220 Water Resources
  - 4 EENV:240 Introduction to Meteorology
- 12 *Distribution Requirements* (4 semester hours from each category)
- 4 **Geology Distribution:**
    - 4 EENV:260 Mineralogy/Petrology
    - 4 EENV:283 Sedimentology/Stratigraphy
    - 4 EENV:370 Environmental Geophysics
    - 4 EENV:491 Geological Mapping

- 4 **Hydrology Distribution:**
  - 4 EENV:380 Wetlands Analysis
  - 4 EENV:383 Soil Science
  - 4 EENV:420 Groundwater Hydrology
  - 4 EENV:430 Chemistry of Natural Waters
- 4 **Meteorology Distribution:**
  - 4 EENV:242 Climate and Global Change
  - 4 EENV:332 Sustainable Energy Resources
  - 4 EENV:373 Air Quality
  - 4 EENV:443 Tropical Meteorology

For Bachelor of Arts candidates, a minimum of 28 semester hours, including the following:

semester hours

- 8 *Electives*  
One EENV course at the 400 level. Remaining credits are chosen from either the distribution list or the department elective list.
- 16 *Corollary Courses*
- 4 MATH:111 Calculus I
  - 4 CHEM:101 General Chemistry I, CHEM:103 General Chemistry I Teams or CHEM:111 General Chemistry Teams WS
  - 4 CHEM:102 General Chemistry II, CHEM:104 General Chemistry II Teams or CHEM:112 General Chemistry II Teams WS
  - 4 PHYS:204 Introductory Physics I
- 4 *Capstone Experience*  
Students must select 4 semester hours from:
- 2 EENV:590 Environmental Internship and EENV:591
  - 2 EENV:591 Environmental Internship Seminar (must be completed in the fall following EENV:590)
  - 2 EENV:595 Research in Earth and Environmental Sciences (fall) and EENV:596
  - 2 EENV:596 Research Seminar in Earth and Environmental Sciences (spring)
  - 4 EENV:597 Field Program and EENV:591
  - 4 4 semester hours from an approved capstone experience in another department

For Bachelor of Science candidates, a minimum of 36 semester hours, including the following:

- 12 *Electives*  
One EENV course at the 400 level. Remaining credits are chosen from either the distribution list or the following elective courses:

- 4 ECOL:201 Ecosystems
  - 4 EENV:213 Oceanography
  - 4 EENV:250 Topics
  - 4 EENV:335 Environmental Laws and Regulations
  - 4 EENV:360 Geographic Information Systems
  - 4 BIOL:408-409 Aquatic Ecology
- 20 *Corollary Courses*
- 4 MATH:112 Calculus II
  - 4 CHEM:101 General Chemistry I, CHEM:103 General Chemistry I Teams or CHEM:111 General Chemistry I Teams WS
  - 4 CHEM:102 General Chemistry II, CHEM:104 General Chemistry II Teams or CHEM:112 General Chemistry II Teams WS
  - 4 PHYS:204 Introductory Physics I
  - 4 One option from the following:
    - 4 MATH:201 Linear Algebra
    - 4 MATH:211 Multivariate Calculus
    - 4 MATH:353 Differential Equations
    - 4 CHEM:221 Organic Chemistry I
    - 4 CHEM:300 Topics (Green Chemistry)
    - 4 CSCI:181 Principles of Computer Science
    - 4 PHYS:205 Introductory Physics II
- 4 *Capstone Experience*  
Students must select 4 semester hours from:
- 2 EENV:590 Environmental Internship and EENV:591
  - 2 EENV:591 Environmental Internship Seminar (must be completed in the fall following EENV:590)
  - 2 EENV:595 Research in Earth and Environmental Sciences (fall) and EENV:596
  - 2 EENV:596 Research Seminar in Earth and Environmental Sciences (spring)
  - 4 EENV:597 Field Program and EENV:591
  - 4 4 semester hours from an approved capstone experience in another department

For the purposes of calculating the required 2.00 minimum GPA in the major, the Earth and Environmental Sciences Department uses all of the major courses with the EENV prefix.

**Minor in Earth and Environmental Sciences.** The minor requires 20 semester hours, with grades of C- or better, from among the courses in the major. Only one of EENV:101, EENV:102, EENV:103, EENV:104 or EENV:105 may be used toward the minor.

**Honors in Earth and Environmental Sciences.** The departmental honors program encourages and recognizes

superior academic performance in earth and environmental sciences. To graduate with departmental honors, earth and environmental sciences majors do the following:

Candidates for academic honors must:

- Maintain a cumulative GPA of 3.25 and a GPA of 3.50 in major courses to qualify for academic honors.
- Take the department comprehensive exam and score 75 percent or better during their senior year.

Candidates for research honors must:

- Be nominated by a member of the earth and environmental sciences faculty by Feb. 15 of their senior year.
- Submit an acceptable research thesis based upon two semesters of student research (EENV:595 and EENV:596) and earn a grade of B or better in these courses.
- Pass an oral comprehensive examination of their thesis in their final semester.

## Earth and Environmental Sciences Courses

### **EENV:101 Environmental Science.**

Modern society functions with incredible resources and conveniences. Some of this progress has come at a great environmental price. This course investigates the scientific principles of the geosphere, hydrosphere, biosphere and atmosphere, and examines the environmental issues that our society faces. Topics include sustainability, ecology, resources, energy, pollution, wastes and approaches to living in a more sustainable way. *4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.*

### **EENV:102 Environmental Hazards.**

Investigation of selected natural hazards, including volcanic eruptions, earthquakes, severe weather and landslides that affect and may be affected by humans. Topics are interrelated by case studies, discussion of current issues, and laboratory and field exercises. *4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.*

### **EENV:103 Earth System History.**

This course focuses on life from its origin on this planet to its present diversity of species. Students learn about the fundamental physical and biological changes that have shaped and influenced the Earth system since its formation 4.6 billion years ago. Topics addressed include physical concepts that deal with geologic time and stratigraphic relationships, plate tectonics and nutrient cycling. Discussions cover such topics as the origin of life, evolutionary processes, the expansion of biodiversity, the radiation of organisms in the oceans, the conquest of land, mass extinctions, dinosaurs and the rise of humans. *4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Scientific Explanations.*

**EENV:104 Weather and Climate.**

Introduction to basic concepts in meteorology, including temperature, pressure, precipitation, winds, fronts, severe weather, forecasting and atmospheric measurements. The focus is on observing the atmosphere and explaining our observations. Labs include weather map analysis, lab experiments and field trips. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Scientific Explanations*.

**EENV:105 Energy and the Environment.**

Modern society relies on cheap and abundant energy for almost every aspect of daily life, from transportation to entertainment. Where does this energy come from? How much do we consume? How will we meet our future energy needs? What are the consequences of our energy use? These questions will be addressed as energy use and its impact on the environment is explored. Topics include the scientific principles that define energy and its transformation, society's current reliance on fossil fuels, climate change, and alternative and sustainable energy sources. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Scientific Explanations*.

**EENV:113 Geology and the Environment.**

Fundamental concepts and principles of geology and the processes and materials that interact at the surface of the Earth. The course includes rocks and minerals, plate tectonic interactions, weathering and erosion, the cycling of materials through different environments, and how we use these resources. Same as ECOL:113. 4 SH. 3 lecture hours, 3 laboratory/field hours.

**EENV:213 Oceanography.**

Introduction to oceanography. The processes that control the formation and function of the oceans. The course focuses on food, mineral and energy resources associated with the ocean and societies' influence on those resources. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Diversity Intensive, Ethics Intensive, Scientific Explanations*.

**EENV:220 Water Resources.**

Introduction to watersheds and water resources. Students study the distribution and variation in water resources (lakes, rivers, groundwater) and the historical impact of water resources on societies past and present. Topics include surface water hydrology, fluvial geomorphology, hill slope processes, water budgets, stream flow, water allocation law, water conflicts, and surface water and groundwater interactions. Prerequisite: EENV:113. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Team Intensive*.

**EENV:240 Introduction to Meteorology.**

A comprehensive overview of the atmospheric processes responsible for observed weather patterns. This course provides students with an understanding of radiation and energy budgets, cloud formation, precipitation processes, surface and upper-level winds, the global circulation, and the development of midlatitude

cyclones and severe weather. 4 SH. 3 lecture hours, 3 laboratory/field hours.

**EENV:242 Climate and Global Change.**

An overview of the Earth's past, present and future climate. Topics include climate forcing, response and feedbacks; observed climate change; climate data; anthropogenic climate change; and climate change treaties. Laboratory exercises include data analysis and geospatial mapping of climate trends. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Interdisciplinary, Writing Intensive*.

**EENV:250 Topics in Earth and Environmental Sciences.**

Selected topics vary depending on instructor, student interest and new advances in environmental science. Topics might include watershed modeling, geology of Pennsylvania, meteorology or the natural history of the Susquehanna River basin. Prerequisites: Earth and environmental sciences major or minor elective and, with permission, an elective for nonenvironmental science students. 1-4 SH.

**EENV:260 Mineralogy/Petrology.**

This course introduces students to the fundamental principles of mineralogy and petrology and how to identify and interpret the common minerals and rocks that are found in the Earth's crust. Students will learn to identify the common rock-forming minerals using mineral properties, chemistry, crystallography and optical mineralogy. They will also learn to identify igneous and metamorphic rocks based on the mineralogy and fabrics preserved in the rocks. Prerequisite: CHEM:101, CHEM:103 or CHEM:111. 4 SH. 3 lecture hours, 3 laboratory/field hours.

**EENV:283 Sedimentology/Stratigraphy.**

An introduction to the properties, classification and nomenclature of soils, sediments and sedimentary rocks. Discusses processes that create, transport, deposit and lithify sediments. Students examine depositional environments where sediments form and accumulate, the properties of sedimentary rocks and the stratigraphic framework of sedimentary successions. Prerequisite: EENV:101, EENV:113 or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Writing Intensive*.

**EENV:332 Sustainable Energy Resources.**

An overview of energy use, its effect on the environment and the potential for sustainable energy solutions. Traditional, nonsustainable energy production from fossil fuels is first described in terms of energy efficiency, environmental impact and available reserves. This is followed by a description of individual sustainable energy technologies with a focus on the underlying science, energy production rates, viability and potential limitations. Specific technologies that are discussed include: wind turbines, solar thermal systems, solar photovoltaics, hydropower, wave and tidal energy capture, and geothermal heating. Prerequisites: PHYS:204, MATH:111,

sophomore standing or instructor's permission. 4 SH. CC: *Interdisciplinary*.

**EENV:335 Environmental Laws and Regulations.**

Surveys important state and federal environmental legislation, the principles on which these laws are founded, and the problems that arise in their practical application. Employs case studies to illustrate how environmental laws function in contemporary American society. 4 SH.

**EENV:360 Geographic Information Systems.**

An introduction to geographic information systems (GIS) theory, software and practical application. Students will use GIS software to organize, edit, analyze and display geographic data to develop new understanding and interpretation of both natural and human landscapes and resources. Mapping exercises and student projects will be used to develop skills in data management, spatial analysis and estimation (geostatistics), terrain analysis, and spatial modeling. Prerequisite: Sophomore standing. 4 SH. 3 lecture hours, 3 laboratory hours. CC: *Interdisciplinary, Oral Intensive*.

**EENV:370 Environmental Geophysics.**

Methods of near-surface geophysical explorations with emphasis on solving environmental and geotechnical problems. Students learn the basic physical variation in Earth and non-Earth materials and how these variations may be used to discern what lies beneath the Earth's surface. Examples of near-surface geophysical applications include detection of contaminant plumes, buried metallic objects, variations in geological materials, aggregates and mining, forensics, archaeology, and hydrogeology. Prerequisites: EENV:113, PHYS:204 and MATH:111 and 112 (PHYS:205 strongly recommended). 4 SH. 3 lecture hours, 3 laboratory/field hours.

**EENV:373 Air Quality.**

An introduction to air quality and air pollution issues from the regional scale to the global scale. This course examines the various types and sources of air pollutants and the effects of air pollution on health, welfare and the environment. Specific topics include acid deposition, tropospheric and stratospheric ozone, visibility degradation, air pollution meteorology, and regulatory aspects of air quality. Laboratory experiments focus on air-quality measurement strategies. Prerequisites: EENV:240, CHEM:101-102, CHEM:103-104 or CHEM:111-112 or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory/field hours.

**EENV:380 Wetlands Analysis.**

Wetlands are complex environments that are controlled by chemical, biological and physical interactions. The course explores the structure, function, management and jurisdictional delineation of non-tidal freshwater wetlands. Lecture material covers the history of wetlands use/abuse; current definitions and analysis of the common indicators of wetland function; and hydrology, soils and vegetation. The laboratory consists of plant

identification, techniques for hydric soil analysis and identification of wetland hydrology indicators using current methodologies for delineation of jurisdictional wetlands. Same as ECOL:380. Prerequisites: CHEM:101-102, CHEM:103-104, or CHEM:111-112. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Writing Intensive*.

**EENV:383 Soil Science.**

Soil science is the exploration of the organic and mineral material that forms thin layers where atmospheric, biological and geological interactions occur. Students study the materials that make up soil, their relationship to each other, water and air interactions, and the biological, chemical and physical processes that are at work in soil. The course also explores how various cultures have used and abused this natural resource and how different diversity markers, such as sexual orientation, ethnic background, global residence and socioeconomic status, have affected the science and participation in federal support programs. Prerequisite: EENV:113 or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Diversity Intensive*.

**EENV:420 Groundwater Hydrology.**

A comprehensive study of groundwater and the technologies that locate, extract and protect this resource. Emphasizes practical knowledge, developing theoretical principles when applicable. Includes origin and movement of groundwater, exploration techniques and groundwater computer modeling. Prerequisites: EENV:101, EENV:113, PHYS:204 and MATH:111-112. 4 SH. 3 lecture hours, 3 laboratory/field hours.

**EENV:430 Chemistry of Natural Waters.**

Chemical reactions in the atmosphere, the land surface and in the groundwater determine the distribution of both beneficial and toxic materials on earth that may affect resource distribution and human health. Chemistry of Natural Waters examines the elements and reactions that govern the mobility, stability and distribution of nutrients, salts and toxins in freshwater, marine, atmospheric and groundwater systems. Chemical analysis techniques, field methods, computer applications and problem solving are important components of the course. Prerequisites: CHEM:101-102, CHEM:103-104 or CHEM:111-112. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC:*Oral Intensive*.

**EENV:443 Tropical Meteorology.**

An in-depth exploration of the tropical atmosphere. Topics include the average state of the tropical atmosphere, tropical cyclones and large-scale oscillations, such as El Nino. Quantitative theories and examples are presented, as well as real-time events and case studies. Labs include data analysis and visualization. Prerequisites: EENV:240, MATH:111 and PHYS:204. 4 SH. 3 lecture hours, 3 laboratory/field hours. CC: *Oral Intensive*.

**EENV:491 Geological Mapping.**

Students are introduced to topographic and geologic map reading and interpretation, different methods of field mapping, recognition of geologic features responsible for producing the landscape, and how to produce geologic maps. Students will use compasses, plane tables, GPS and other methods to map and survey the geology and topography of the landscape. This course will integrate elements of structural geology with geomorphology to help students develop the fundamental tools necessary to take mapping to the next level. Prerequisite: EENV:113. 4 SH. 3 lecture hours. 3 laboratory/field hours.

**EENV:560 Environmental Independent Study.**

Individual students select a contemporary environmental topic to investigate in depth and propose their plan of study to the department for approval. Each student is assigned a departmental faculty mentor to oversee the project. Projects require extensive literature searches accompanied by oral and written presentations. Prerequisites: Junior or senior standing and department approval of project. 4 SH.

**EENV:590 Environmental Internship.**

Individual student work in private industry or public agency. Open only when positions are available. The student, employer and the department internship coordinator must complete the Student Learning Contract before the end of the drop/add deadline. Oral and written presentations and employer's written evaluation are required. Prerequisites: Junior or senior standing and department permission. May be repeated for credit. 2-4 SH. Capstone.

**EENV:591 Environmental Internship Seminar.**

Completed after oral and written presentations in EENV:590. 2 SH. Capstone.

**EENV:595 Research in Earth and Environmental Sciences.**

Independent research projects in the earth and environmental sciences. Prerequisites: Junior or senior standing and department permission. 2 SH. Capstone.

**EENV:596 Research in Earth and Environmental Sciences Seminar.**

Independent research projects in the earth and environmental sciences. Prerequisites: Junior or senior standing and department permission. 2 SH. Capstone.

**EENV:597 Field Program.**

Participate in another institution's summer field program and transfer the credits to satisfy the capstone experience requirement in earth and environmental sciences. Acceptable programs are those that are three to six weeks in length and include field instruction, independent projects and a final presentation of the completed work. Requirements to be met in residence at Susquehanna include attendance at capstone class meetings and completion of projects assigned therein, to include

both written and oral presentation of the work. Prerequisite: Department permission. 2-4 SH. Capstone.

# Ecology

Coordinator: Persons

Ecology is an interdisciplinary program that draws on the strengths of the Biology Department and the Earth and Environmental Sciences Department and provides students the possibility of earning either a major or a minor in ecology.

## Learning goals:

- Ecology majors will learn to identify and describe the basic principles and theories of ecology and the related sciences (biology, environmental science and geology).
- Using these principles and theories, students will learn to construct and critique logical scientific arguments.
- Students will learn to use appropriate skills and techniques to acquire and evaluate scientific evidence.
- Students will recognize how basic ecological principles and theories are relevant to the broader university curriculum, as well as to their daily lives.

**Requirements for the Major in Ecology.** The Bachelor of Science degree in ecology requires 64 semester hours in biology, earth and environmental sciences, physics, and chemistry with grades of C- or better in ecology, biology, and earth and environmental sciences courses. The Bachelor of Science in ecology includes an introductory sequence, ecosystem-level courses and a year of student research. In addition, the 64 semester hours include 12 semester hours of elective courses with at least one drawn from each of Category 1 and Category 2. In cases where the lecture and laboratory components of courses are listed separately, students in the ecology program must take both lecture and laboratory.

semester hours

- |    |   |
|----|---|
| 16 | <i>Introductory Sequence</i> (16 semester hours)  |
| 4  | ECOL:100 Introduction to the Science of Ecology (BIOL:101 Ecology, Evolution and Heredity, EENV:101 Environmental Science, or EENV:103 Earth System History may substitute as an initial course in the introductory sequence) |
| 4  | ECOL:113/EENV:113 Geology and the Environment   |
| 4  | ECOL:201 Ecosystems   |
| 4  | ECOL:202/BIOL:202 Systematic Biology  |
| 8  | Ecosystem-Level Courses (8 semester hours)  |
| 4  | BIOL:408-409 Aquatic Ecology  |
| 4  | ECOL:380/EENV:380 Wetlands Analysis   |
| 12 | <i>Elective Courses</i> (12 semester hours chosen from the following, with at least 4 semester hours taken in each category)  |

Category 1: Biology Electives (must be accompanied by the laboratory component)

- |   |   |
|---|---|
| 4 | BIOL:308–309 Vertebrate Natural History |
| 4 | BIOL:312–313 Microbiology               |
| 4 | BIOL:324–325 Animal Behavior            |
| 4 | BIOL:326–327 Invertebrate Zoology       |
| 4 | BIOL:332-333 Population Biology         |
| 4 | BIOL:404–405 Plant Physiology           |

Category 2: Environmental Science Electives

- |   |   |
|---|---|
| 4 | EENV:213 Oceanography                   |
| 4 | EENV:220 Water Resources                |
| 4 | EENV:240 Introduction to Meteorology    |
| 4 | EENV:242 Climate and Global Change      |
| 4 | EENV:283 Sedimentology/Stratigraphy     |
| 4 | EENV:360 Geographic Information Systems |
| 4 | EENV:383 Soil Science                   |
| 4 | EENV:420 Groundwater Hydrogeology       |
| 4 | EENV:430 Chemistry of Natural Waters    |
| 8 | <i>Student Research</i>                 |
| 4 | ECOL:510 Student Research I             |
| 4 | ECOL:511 Student Research II            |

20 *Required Corollary Courses*

Students must complete the following corollary statistics, chemistry and physics courses:

- |   |  |
|---|--|
| 4 | A statistics course (MATH:108, MGMT:202 or PSYC:123)   |
| 8 | CHEM:101-102 General Chemistry I, II; CHEM:103-104 General Chemistry I, II Teams; or CHEM:111-112 General Chemistry I, II Teams WS |
| 4 | CHEM:221 Organic Chemistry I, CHEM:231 Quantitative Analysis or CHEM:300 Topics in Chemistry under the title Green Chemistry       |
| 4 | PHYS:204 Introductory Physics I  |

**Requirements for the Minor in Ecology.** The minor in ecology requires 24 semester hours in ecology, biology, and earth and environmental sciences with grades of C- or better. The first course in the minor may be one of the following: ECOL:100, BIOL:101, EENV:101 or EENV:103. That introductory course should be followed by the sequence of ECOL:113, ECOL:201 and ECOL:202. Following the completion of the introductory sequence, the student will take at least four semester hours from Category 1 (biology) and four semester hours from Category 2 (earth and environmental sciences).

16 *Introductory Sequence* (8 semester hours)

- 4 One of four introductory courses  
ECOL:100 Introduction to the Science of Ecology  
BIOL:101 Ecology, Evolution, and Heredity  
EENV:101 Environmental Science  
EENV:103 Earth System History
- 4 ECOL:113/EENV:113 Geology and the Environment
- 4 ECOL:201 Ecosystems
- 4 ECOL:202/BIOL:202 Systematic Biology

8 *Elective Courses* (8 semester hours chosen from the following, with at least 4 semester hours taken in each category)  
Category 1: Biology Electives (must be accompanied by the laboratory component)

- 4 BIOL:204 Biogeodiversity
- 4 BIOL:308-309 Vertebrate Natural History
- 4 BIOL:312-313 Microbiology
- 4 BIOL:324-325 Animal Behavior
- 4 BIOL:326-327 Invertebrate Zoology
- 4 BIOL:332-333 Population Biology
- 4 BIOL:404-405 Plant Physiology
- 4 BIOL:408-409 Aquatic Ecology

Category 2: Environmental Science Electives

- 4 EENV:213 Oceanography
- 4 EENV:220 Water Resources
- 4 EENV:240 Introduction to Meteorology
- 4 EENV:242 Climate and Global Change
- 4 EENV:283 Sedimentology/Stratigraphy
- 4 EENV:360 Geographic Information Systems
- 4 EENV:380/ECOL:380 Wetlands Analysis
- 4 EENV:383 Soil Science
- 4 EENV:420 Groundwater Hydrogeology
- 4 EENV:430 Chemistry of Natural Waters

Majors must also take a comprehensive ecology examination prior to graduation. Exam content will be drawn from introductory sequence courses. Students have multiple opportunities to take the comprehensive examination; only the highest score is recorded on the transcript. Performance on the comprehensive examination is reported on the transcript as high pass, pass or fail.

**Honors in Ecology.** The ecology program encourages and recognizes superior academic performance in ecology. To

graduate with program honors, ecology majors must request entry to the program or be nominated for entry to the program by one or more faculty members who teach required or elective distribution courses within the major. Request for entry or nominations for honors must be initiated by the beginning of the senior year.

Candidates for academic honors must:

- Maintain a cumulative GPA of 3.25 and a GPA of 3.50 in major courses to qualify for academic honors.
- Successfully complete Student Research I and II (ECOL:510 and ECOL:511) and earn a grade of B- or better in these courses.
- Receive a high pass on their highest score on the comprehensive exam.

Candidates for research honors must do the following:

- Be nominated by a member of the faculty who teaches within the ecology program by midterm of Student Research II (ECOL:511).
- Submit an acceptable research thesis based upon two semesters of Student Research (ECOL:510 and ECOL:511).
- Pass an oral comprehensive examination of their thesis in their final semester. The oral comprehensive examination is administered by faculty who teach within the ecology major.

**Ecology Research Facilities.** The Center for Environmental Education and Research (CEER) is an 87-acre tract of land immediately adjacent to campus that serves as a convenient field station for observational and manipulative studies in ecology. The site also includes a research greenhouse, research plots and storage facilities for field equipment. In addition, the department operates the George A. Hepner Ecology Laboratory at Camp Karoondinha. It provides a modern research laboratory and a variety of habitats, offering students experience through short- and long-term experiments. The property features more than 600 acres from 600 to 1,800 feet above sea level. It includes both deciduous and mixed coniferous forests, an 8-acre lake, Penns Creek and small streams.

## Ecology Courses

### **ECOL:100 Introduction to the Science of Ecology.**

An introduction to ecology and its relationships with other disciplines of science. Emphasizes analysis of current problems in the ecological sciences, particularly as they relate to discussions that students will have to make as citizens of a scientific/technological society. *4 SH. 3 lecture hours, 3 laboratory hours. CC: Scientific Explanations.*

**ECOL:113 Geology and the Environment.**

Fundamental concepts and principles of geology and the processes and materials that interact at the surface of the Earth. The course includes rocks and minerals, plate tectonic interactions, weathering and erosion, the cycling of materials through different environments and how we use these resources. Same as EENV:113. *4 SH. 3 lecture hours, 3 laboratory/field hours.*

**ECOL:201 Ecosystems.**

Ecosystem ecology addresses the interactions between organisms and their environment as an integrated system. The physical setting for an ecosystem, the climate, geology and soils interact with water, nutrients and energy to control the organisms that thrive there. Prerequisite: EENV:113 or instructor's permission. *4 SH. 3 lecture hours, 3 laboratory/field hours.*

**ECOL:202 Systematic Biology**

Systematic Biology is designed to introduce students to representatives of the kingdoms of life (e.g. prokaryotes, eukaryotic protists, fungi, animals and plants) in an evolutionary framework through an integrated lecture-laboratory experience. Using multiple methods, including light and electron microscopic examinations, students will have the opportunity to observe structures and other characters that bring diversity to all kingdoms of life. Students will use appropriate mathematical methods to model and infer evolutionary relationships between living organisms by molecular phylogenetics. Drawing on experiences in previous courses of the introductory sequence, students will explain the observations and results from the levels of molecules to ecosystems. These observations, results, and explanations will provide the basis for journal-style writing projects. Same as BIOL:202. Prerequisite: BIOL:201 or ECOL:201 or instructor's permission. *4 SH. 3 lecture hours, 3 laboratory hours. CC: Team Intensive, Writing Intensive.*

**ECOL:380 Wetlands Analysis.**

Wetlands are complex environments that are controlled by chemical, biological and physical interactions. The course explores the structure, function, management and jurisdictional delineation of nontidal freshwater wetlands. Lecture material covers the history of wetlands use/abuse; current definitions and analysis of the common indicators of wetland function; and hydrology, soils and vegetation. The laboratory consists of plant identification, techniques for hydric soil analysis and identification of wetland hydrology indicators using current methodologies for delineation of jurisdictional wetlands. Same as EENV:380. Prerequisites: CHEM:101-102, CHEM:103-104 or CHEM:111-112. *4 SH. 3 lecture hours, 3 laboratory/field hours. CC: Writing Intensive.*

**ECOL:408 Aquatic Ecology.**

The ecology of freshwater ecosystems. Emphasizes biota of freshwater and their relationships with physical and chemical components of lakes, streams and reservoirs. Same as BIOL:408.

Prerequisite: BIOL:102 or ECOL:201 or instructor's permission. *3 SH.*

**ECOL:409 Aquatic Ecology Lab.**

Field laboratory in aquatic ecology techniques. Topics include physical and chemical measurements and the identification and enumeration of phytoplankton, zooplankton, aquatic plants and benthic organisms. Same as BIOL:409. Prerequisite: BIOL:102 or ECOL:201 or instructor's permission. *1 SH. 4 laboratory hours.*

**ECOL:510 Student Research I.**

Introduces students to methods and techniques of ecological research in the context of a collaborative research project. Prerequisite: Instructor's permission. *4 SH. 16 contact hours.*

**ECOL:511 Student Research II.**

Collaborative research with an emphasis on presentation of data and explanation of results. Prerequisite: Instructor's permission. *4 SH. 16 contact hours. Capstone. CC: Oral Intensive.*

# Economics, B.A.

For information on the Bachelor of Science degree in economics, see the economics section on page 69.

## Economics Faculty

**Professor Olugbenga A. Onafowora**, department head, holds a Ph.D. from West Virginia University. His research focuses on state-level production behavior and policy in U.S. agriculture and stabilization in developing economies. He teaches micro- and macroeconomics, labor economics, public finance, and economic development.

**Professor Matthew Rousu** holds a Ph.D. from Iowa State University. His research focuses on experimental, agricultural and environmental economics. He consults as an expert in experimental auction design for government and nonprofit agencies. His teaching interests are in the areas of micro- and macroeconomics, experimental economics, and game theory.

**Associate Professor Katarina R.I. Keller** holds a Ph.D. from the University of Notre Dame. Her research is on the economics of education, economic growth, income distribution, development economics and international economics. She teaches primarily macro- and microeconomics, international economics, international political economy, and development economics.

**Associate Professor Antonin Rusek** holds a Ph.D. from the State University of New York at Stony Brook. His research focuses on international economics, inflation and stabilization, and problems of emerging market economies. He is closely involved in the analysis of the Turkish economy and often comments on East European economies—especially the Czech Republic and economies of CEFTA countries. He teaches micro- and macroeconomics, economic policy, emerging markets and international trade and finance.

## Economics Studies

### Learning goals:

- Demonstrate understanding of the concept of scarcity of resources and the opportunity cost associated with choices made.
- Demonstrate understanding of basic economic models of supply and demand, the role of prices in efficient allocation of resources, and how changes to supply and demand affect the market price and quantity of a particular good or service.
- Demonstrate understanding of how the national economy works, the role of government in the economy, and the reasons for macroeconomic policy proposals.

- Understand interactions in a global economy setting, the basis for exchange and the sources of comparative advantage that drive trade.
- Demonstrate understanding of international trade issues and the impact of appreciations and depreciations of exchange rates on different sectors of the economy.
- Understand economic data and some basic analysis methods.

**Degree Programs in Economics.** Susquehanna University has two degree programs in economics. The Bachelor of Arts (B.A.) degree is a liberal arts degree earned in the university's School of Arts and Sciences. Students pursuing a Bachelor of Arts in economics choose an emphasis in financial economics, general economics, or global economy and financial markets. The Bachelor of Science (B.S.) degree is also available. The Bachelor of Science option is described in the Sigmund Weis School of Business section on page 69.

**Requirements for the Bachelor of Arts Degree—General Emphasis.** Majors complete 32 semester hours in economics with a GPA of 2.00 or better. They also complete a required course in statistics and PRDV:100 Using Computers. The department recommends two courses in calculus for students planning graduate study in economics. Majors must earn grades of C- or better in all required courses except ECON:201 and ECON:202.

### semester hours

- 4 ECON:201 Principles of Macroeconomics
- 4 ECON:202 Principles of Microeconomics
- 4 ECON:311 Intermediate Macroeconomics
- 4 ECON:313 Intermediate Microeconomic Theory or ECON:315 Managerial Economics
- 4 ECON:499 Applied Research Methods
- 4 One statistics course (MGMT:202, MATH:108 or PSYC:123)
- 2 PRDV:100 Using Computers
- 12 12 hours of economics electives selected with faculty adviser guidance.

**Financial Economics Emphasis.** The financial economics emphasis is designed to provide both a sound theoretical background in economics and a considerable exposure to finance, all in one package. This degree is especially suitable for students who want to have a strong liberal arts education combined with several business courses without having to follow the structure of a business program. Students earning their degrees in financial economics will acquire proper skills and connections needed to enter and succeed in rewarding careers. In addition, this degree can facilitate the completion of a minor or a second major.

**Requirements for the Bachelor of Arts Degree—Financial Economics Emphasis.** Majors are required to complete 50 semester hours, with a GPA of 2.00 or better, as follows:

semester hours

- 4 ECON:201 Principles of Macroeconomics
- 4 ECON:202 Principles of Microeconomics
- 4 ECON:311 Intermediate Macroeconomics
- 4 ECON:313 Intermediate Microeconomic Theory or ECON:315 Managerial Economics
- 4 ECON:330 International Trade and Finance
- 4 ECON:331 Money, Banking and Financial Markets
- 4 MGMT:202 Business Statistics (or MATH:108 or PSYC:123)
- 4 ACCT:200 Financial Accounting
- 4 MGMT:340 Corporate Financial Management
- 4 MGMT:342 Investment Analysis
- 4 ECON:499 Applied Research Methods
- 2 PRDV:100 Using Computers
- 4 Four hours of electives, chosen with adviser's guidance from one 300 level and above economics course or POLI:333 Development, Globalization and Society.

No grade less than C- will be accepted in all required courses except ECON:201 and ECON:202. The department recommends students pursuing the financial economics emphasis take MGMT:340 and MGMT:342 in the fall and spring of the junior year, respectively.

**Global Economy and Financial Markets Emphasis.** This emphasis prepares students for careers in the global economy of the 21st century. The study concentrates on the understanding of economic and policy issues arising from the interconnectedness of national economies. Extensive attention is paid to issues and opportunities associated with capital mobility in the financially liberalized environment of the future world economy. Special courses analyzing the unique nature of globalized financial markets and introducing students to contemporary financial instruments (derivatives) are organic parts of the emphasis.

**Requirements for the Bachelor of Arts Degree—Global Economy and Financial Markets Emphasis.** Majors complete 36 semester hours in economics with a GPA of 2.00 or better. They also complete a required course in statistics and PRDV:100 Using Computers. Majors must earn grades of C- or better in all required courses except ECON:201 and ECON:202.

semester hours

- 4 ECON:201 Principles of Macroeconomics
- 4 ECON:202 Principles of Microeconomics
- 4 ECON:311 Intermediate Macroeconomics
- 4 ECON:313 Intermediate Microeconomic Theory or ECON:315 Managerial Economics
- 4 ECON:331 Money, Banking and Financial Markets
- 4 ECON:465 Global Financial Markets
- 4 ECON:499 Applied Research Methods
- 4 One statistics course (MGMT:202, MATH:108 or

PSYC:123)

- 8 Eight hours of electives selected from the following:
  - 4 ECON:330 International Trade and Finance
  - 4 ECON:335 Economic Development
  - 4 ECON:338 International Political Economy
  - 4 ECON:341 Economic Policy
  - 4 ECON:442 Emerging Market Economics
  - 4 POLI:333 Development, Globalization and Society

The department recommends students pursuing the global economy and financial markets emphasis take ECON:465 Global Financial Markets in the spring of either the junior or senior year. Emphasis electives should be taken in the fall of the sophomore, junior and senior years, respectively.

**Minor in Economics.** The economics minor completes ECON:201 and ECON:202 (or ECON:105 and another four-semester-hour economics course) and 12 additional semester hours in economics including either ECON:311 or ECON:313 (ECON:315 can substitute for ECON:313), or both, selected in consultation with the minor adviser. Except for ECON:201 and ECON:202 (or ECON:105), economics courses applied to other majors, minors or emphases may not be applied to the minor in economics. Students must complete courses applied to the minor with grades of C- or better.

## Economics Courses

### ECON:105 Elements of Economics.

Basic macro- and microeconomics principles. Discusses unemployment, inflation, resource scarcity, and consumer and business behavior under various market structures. *Not open to students pursuing a major in the Sigmund Weis School of Business or pursuing an economics B.A. major.* 4 SH. CC: Social Interactions.

### ECON:201 Principles of Macroeconomics.

Introduces aggregate economics. Emphasizes current issues such as unemployment, inflation, stagflation, monetary and fiscal policies, and international economics. 4 SH. CC: Social Interactions.

### ECON:202 Principles of Microeconomics.

Introduces principles of supply and demand and how they affect levels of output, price and employment under various market structures. Prerequisite: MATH:099 or appropriate math placement. 4 SH. CC: Social Interactions.

### ECON:311 Intermediate Macroeconomics.

A comprehensive study of the major economic aggregates and the theories of income determination. Includes applications to contemporary public issues, such as achieving full employment, price stability and a desired rate of economic growth. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:313 Intermediate Microeconomic Theory.**

Analyzes how consumers, businesses and suppliers of labor and other resources make their choices. Covers how individual markets for products and resources determine resource allocation, wages, prices, income distribution and levels of production. Students may earn credit for only ECON:313 or ECON:315. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:315 Managerial Economics.**

A study of the application of economic theory and methods to business and administrative decision-making processes, emphasizing the role that economic analysis plays in managerial decisions. Quantitative methods and tools—such as simple regression analysis, statistics, time series forecasting models, linear programming and spreadsheet packages—are introduced to assist students in gaining better insight into the methods of economic analysis and the applications of managerial economics to real-life decisions. Students may earn credit for only ECON:313 or ECON:315. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:322 Introduction to Econometrics.**

Examines the general linear regression model and its use to analyze economic data. Focuses on estimating economic models, verifying economic theories by testing alternative hypotheses and forecasting the future of economic variables. Prerequisites: ECON:105, or ECON:201 and ECON:202, and MATH:108 or MGMT:202 or PSYC:123. 4 SH.

**ECON:325 Labor Economics.**

Theoretical and empirical investigation of the functions and outcomes of labor markets. Discusses and analyzes current labor issues, trends and developments. Emphasizes how public policies, individual market characteristics of employees, firms and organized labor influence human resource allocation and compensation. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:330 International Trade and Finance.**

Examines contemporary and historical patterns of economic interactions and interdependence among national economies. In-depth analysis of exchange rates, capital flows and trade flows. Discusses problems of international resource transfers in the context of evolving international economic institutions. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:331 Money, Banking and Financial Markets.**

Examines depository and nondepository financial institutions, financial markets and instruments. The Federal Reserve System's structure and role in controlling the money supply and regulating financial institutions and markets are discussed in detail. The course examines Keynesian, monetarist and new classical approaches to monetary policy and controversies concerning inflation, unemployment, economic growth and

balance of payments. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:332 Public Finance.**

Examines the influence of government in a market-oriented economy. Analyzes how tax and spending policies reallocate resources, redistribute income and affect stable economic growth. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:335 Economic Development.**

Examines theories of economic growth and development. Includes in-depth discussions of problems of economic development that confront developing nations. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:338 International Political Economy.**

Examines issues of political interaction with economic forces at the national, international and global levels. Topics studied include economic systems, international trade and finance, the European Union, NAFTA, CAFTA, OPEC, multinational corporations, economic development, poverty, inequality, and global environmental issues. Same as POLI:338. Prerequisites: Sophomore standing, ECON:201 or ECON:105, or instructor's permission. 4 SH. CC: *Interdisciplinary*.

**ECON:341 Economic Policy.**

Examines theory and practice of economic policy in the contemporary open-economy environment. Includes detailed analysis of fiscal and monetary policies for interdependent national economies. Emphasizes the relationship between deficit financing and inflation. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:370 Game Theory.**

Analyzes the strategic interaction between parties. Normal and extensive form games will be studied, with discussions of dominant and mixed strategies, Nash Equilibrium, and incentive compatibility. This course has applications to economic decision making, industrial organization, bargaining and negotiation, and political science. Prerequisites: An introductory statistics course, ECON:202 or ECON:105, or instructor's permission. 4 SH. CC: *Writing Intensive*.

**ECON:373 Political Economic Thought.**

Study the writings on political and economic issues from several different writers. The readings will be from a diverse set of writers, with views ranging from politically liberal to politically conservative. This course will examine and analyze these writers' views on social justice, tax policies, discrimination, socialism and much more. Prerequisites: ECON:105, or ECON:201 and ECON:202 or instructor's permission plus junior or senior standing. 4H. CC: *Diversity Intensive*.

**ECON:375 Topics in Economics.**

Study of selected topics as needed, based on student and instructor interest. 2–4 SH.

**ECON:441 History of Economic Thought.**

A survey of the development of economic ideas. Examines the parallel development of economic doctrines and industrial systems from the Middle Ages to the present. Examines implications of these doctrines for current policy issues.

Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:442 Emerging Markets Economics.**

Examines emerging market economies on both theoretical and practical bases and in historical perspective. Compares market-oriented economies arising from different sociocultural backgrounds. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:465 Global Financial Markets.**

Introduces the new and intriguing world of global finance. Explores theoretical and practical reasons for international capital flows. Studies the evolution of financial liberalization on a world scale in conjunction with interest rate and exchange rate dynamics. Practically analyzes the interplay of capital inflows and domestic economic policies using examples of economic collapses of Asia, South America and Eastern Europe. Impacts of European Monetary Union and the co-integrating relationship between the major financial centers conclude the course.

Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON 499: Applied Research Methods.**

Introduces students to the empirical research methods in economics. Students are expected to use real data in a topic chosen in consultation with the instructor and present their findings. Prerequisites: Statistics (MGMT:202, MATH:108 or PSYC:123), ECON:201, and ECON:202 or ECON:105, plus senior standing. 4 SH. *Capstone.*

**ECON:500 Seminar in Economics.**

A course focusing on varying topics of interest to the students and the instructor. Topics may include public policies toward business, problems of manpower development, the role of population in economic development, development of various regions, or the use of mathematics in economics. Prerequisites: ECON:105, or ECON:201 and ECON:202, plus senior standing and instructor's permission. 2–4 SH.

**ECON:501 Independent Study.**

Individual work on selected topics for qualified students under faculty supervision. Prerequisites: ECON:311 and ECON:313, plus four additional semester hours in economics and department head's permission. 2–4 SH.

**ECON:503 Economics Internship.**

Off-campus, on-the-job supervised employment for juniors and seniors at a firm, corporation, government agency or nonprofit

organization. Prerequisites: Faculty member's permission and acceptance by organization. 2–4 SH.

# Economics, B.S.

For information on the Bachelor of Arts (B.A.) program in economics, see the preceding economics section on page 65.

## Economics Faculty

**Professor Olugbenga A. Onafowora**, department head, holds a Ph.D. from West Virginia University. His research focuses on state-level production behavior and policy in U.S. agriculture, and stabilization in developing economies. He teaches micro- and macroeconomics, labor economics, public finance, and economic development.

**Professor Matthew Rousu** holds a Ph.D. from Iowa State University. His research focuses on experimental, agricultural and environmental economics. He consults as an expert in experimental auction design for government and nonprofit agencies. His teaching interests are in the area of micro- and macroeconomics, experimental economics, and game theory.

**Associate Professor Katarina R.I. Keller** holds a Ph.D. from the University of Notre Dame. Her research is on the economics of education, economic growth, income distribution, development economics and international economics. She teaches primarily macro- and microeconomics, international economics, international political economy, and development economics.

**Associate Professor Antonin Rusek** holds a Ph.D. from the State University of New York at Stony Brook. His research focuses on international economics, inflation and stabilization, and problems of emerging market economies. He is closely involved in the analysis of the Turkish economy and often comments on East European economies—especially the economies of the Czech Republic and of CEFTA countries. His teaching is in micro- and macroeconomics, economic policy, emerging markets, and international trade and finance.

## Economics Studies

### Learning goals:

- Demonstrate understanding of the concept of scarcity of resources and the opportunity cost associated with choices made.
- Demonstrate understanding of basic economic models of supply and demand, the role of prices in efficient allocation of resources, and how changes to supply and demand affect the market price and quantity of a particular good or service.
- Demonstrate understanding of how the national economy works, the role of government in the economy, and the reasons for macroeconomic policy proposals.

- Understand interactions in a global economy setting, the basis for exchange and the sources of comparative advantage that drive trade.
- Demonstrate understanding of international trade issues and the impact of appreciations and depreciations of exchange rates on different sectors of the economy
- Understand economic data and some basic analysis methods.

**Degree Programs in Economics.** Susquehanna University has two degree programs in economics. The **Bachelor of Arts (B.A.)** degree is a liberal arts degree earned in the School of Arts and Sciences. For more information, see the economics B.A. requirements section. The **Bachelor of Science (B.S.)** degree is a more technical degree and is earned in the Sigmund Weis School of Business. It integrates extensive business administration coursework into the study of economics.

**Requirements for the Bachelor of Science Degree with a Major in Economics.** Candidates for the Bachelor of Science with a major in economics successfully complete the university Central Curriculum, the business foundation courses (aside from MGMT:400 Business Policy and Strategy), MGMT:390 Operations Management, and at least 20 semester hours of economics at the 300 level or above as follows:

- 4 ECON:311 Intermediate Macroeconomics
- 4 Either ECON:313 Intermediate Microeconomic Theory or ECON:315 Managerial Economics
- 4 ECON:499 Applied Research Methods
- 8 Two economics courses at the 300 level or above

No grade less than C- will be accepted to satisfy major course requirements.

**Minor in Economics.** The economics minor completes ECON:201 and ECON:202 (or ECON:105 and another four-semester-hour economics course) and 12 additional semester hours in economics, including either ECON:311 or ECON:313 (ECON:315 can be a substitute for ECON:313), or both, selected in consultation with the minor adviser. Except for ECON:201 and ECON:202 (or ECON:105), economics courses applied to other majors, minors or emphases may not be applied to the minor in economics. Students must complete courses applied to the minor with grades of C- or better.

## Economics Courses

### ECON:105 Elements of Economics.

Basic macro- and microeconomics principles. Discusses unemployment, inflation, resource scarcity, and consumer and business behavior under various market structures. *Not open to students pursuing a major in the Sigmund Weis School of Business or pursuing an economics B.A. major. 4 SH. CC: Social Interactions.*

**ECON:201 Principles of Macroeconomics.**

Introduces aggregate economics. Emphasizes current issues such as unemployment, inflation, stagflation, monetary and fiscal policies, and international economics. 4 SH. CC: *Social Interactions*.

**ECON:202 Principles of Microeconomics.**

Introduces principles of supply and demand, and how they affect levels of output, price and employment under various market structures. 4 SH. CC: *Social Interactions*.

**ECON:311 Intermediate Macroeconomics.**

A comprehensive study of the major economic aggregates and the theories of income determination. Includes applications to contemporary public issues, such as achieving full employment, price stability and a desired rate of economic growth.

Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:313 Intermediate Microeconomic Theory.**

Analyzes how consumers, businesses and suppliers of labor and other resources make their choices. Covers how individual markets for products and resources determine resource allocation, wages, prices, income distribution and levels of production. Students may earn credit for only ECON:313 or ECON:315. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:315 Managerial Economics.**

A study of the application of economic theory and methods to business and administrative decision-making processes, emphasizing the role that economic analysis plays in managerial decisions. Quantitative methods and tools—such as simple regression analysis, statistics, time series forecasting models, linear programming and spreadsheet packages—are introduced to assist students in gaining better insight into the methods of economic analysis and the applications of managerial economics to real-life decisions. Students may earn credit for only ECON:313 or ECON:315. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:322 Introduction to Econometrics.**

Examines the general linear regression model and its use to analyze economic data. Focuses on estimating economic models, verifying economic theories by testing alternative hypotheses and forecasting the future of economic variables. Prerequisites: ECON:105, or ECON:201 and ECON:202, and MATH:108 or MGMT:202 or PSYC:123. 4 SH.

**ECON:325 Labor Economics.**

Theoretical and empirical investigation of the functions and outcomes of labor markets. Discusses and analyzes current labor issues, trends and developments. Emphasizes how public policies, individual market characteristics of employees, firms and organized labor influence human resource allocation and compensation. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:330 International Trade and Finance.**

Examines contemporary and historical patterns of economic interactions and interdependence among national economies. In-depth analysis of exchange rates, capital flows and trade flows. Discusses problems of international resource transfers in the context of evolving international economic institutions. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:331 Money, Banking and Financial Markets.**

Examines depository and nondepository financial institutions, financial markets and instruments. The Federal Reserve System's structure and role in controlling the money supply and regulating financial institutions and markets are discussed in detail. The course examines Keynesian, monetarist and new classical approaches to monetary policy and controversies concerning inflation, unemployment, economic growth and balance of payments. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:332 Public Finance.**

Examines the influence of government in a market-oriented economy. Analyzes how tax and spending policies reallocate resources, redistribute income and affect stable economic growth. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:335 Economic Development.**

Examines theories of economic growth and development. Includes in-depth discussions of problems of economic development that confront developing nations. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:338 International Political Economy.**

Examines issues of political interaction with economic forces at the national, international and global levels. Topics include economic systems, international trade and finance, the European Union, NAFTA, CAFTA, OPEC multinational corporations, economic development, poverty, inequality, and global environmental issues. Same as POLI:338. Prerequisites: Sophomore standing, ECON:201 or ECON:105 or instructor's permission. 4 SH. CC: *Interdisciplinary*.

**ECON:341 Economic Policy.**

Examines theory and practice of economic policy in the contemporary open-economy environment. Includes detailed analysis of fiscal and monetary policies for interdependent national economies. Emphasizes the relationship between deficit financing and inflation. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:370 Game Theory.**

Analyzes the strategic interaction between parties. Normal and extensive form games will be studied, with discussions of dominant and mixed strategies, Nash Equilibrium, and incentive compatibility. This course has applications to economic decision making, industrial organization, bargaining and negotiation, and

political science. Prerequisites: An introductory statistics course, ECON:202 or ECON:105, or permission of instructor. 4 SH. CC: *Writing Intensive*.

**ECON:373 Political Economic Thought.**

Study the writings on political and economic issues from several different writers. The readings will be from a diverse set of writers, with views ranging from politically liberal to politically conservative. This course will examine and analyze these writers' views on social justice, tax policies, discrimination, socialism and much more. Prerequisites: ECON:105 or ECON:201 and ECON:202, permission of instructor, and junior or senior standing. 4H. CC: *Diversity Intensive*.

**ECON:375 Topics in Economics.**

Study of selected topics as needed, based on student and instructor interest. 2-4 SH.

**ECON:441 History of Economic Thought.**

A survey of the development of economic ideas. Examines the parallel development of economic doctrines and industrial systems from the Middle Ages to the present. Examines implications of these doctrines for current policy issues. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:442 Emerging Market Economics.**

Examines emerging market economies on both theoretical and practical bases and in historical perspective. Compares market-oriented economies arising from different socio-cultural backgrounds. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:465 Global Financial Markets.**

Introduces the new and intriguing world of global finance. Explores theoretical and practical reasons for international capital flows. Studies the evolution of financial liberalization on a world scale in conjunction with interest rate and exchange rate dynamics. Practically analyzes the interplay of capital inflows and domestic economic policies using examples of economic collapses of Asia, South America and Eastern Europe. Impacts of European Monetary Union and the co-integrating relationship between the major financial centers conclude the course. Prerequisites: ECON:105, or ECON:201 and ECON:202. 4 SH.

**ECON:499 Applied Research Methods.**

Introduces students to the empirical research methods in economics. Students will be expected to use real data in a topic chosen in consultation with the instructor and present their findings. Prerequisites: Statistics (MGMT:202, MATH:108 or PSYC:123), ECON:201 and ECON:202, or ECON:105, plus senior standing. 4 SH. *Capstone*.

**ECON:500 Seminar in Economics.**

A course focusing on varying topics of interest to the students and the instructor. Topics may include public policies toward business, problems of manpower development, the role of

population in economic development, development of various regions or the use of mathematics in economics. Prerequisites: ECON:105, or ECON:201 and ECON:202, plus senior standing and instructor's permission. 2-4 SH.

**ECON:501 Independent Study.**

Individual work on selected topics for qualified students under faculty supervision. Prerequisites: ECON:311 and ECON:313, plus four additional hours in economics and department head's permission. 2-4 SH.

**ECON:503 Economics Internship.**

Off-campus, on-the-job supervised employment for juniors or seniors at a firm, corporation, government agency or nonprofit organization. Prerequisites: Faculty member's permission and acceptance by organization. 2-4 SH

# Education

## Education Faculty

**Associate Professor Valerie Allison-Roan**, department head, earned her Ph.D. in teaching and learning from the University of Utah in 2006. Prior to joining Susquehanna in the fall of 2008, she had worked as a junior high language arts teacher and elementary principal for 21 years. Her research interests include teacher development, critical reflective thinking, discourse analysis and new literacy studies.

**Associate Professor Anne Reeves**, director of the secondary education program, holds a Ph.D. in English and education from the University of Michigan. Her research interests include secondary literacy and teacher education. She teaches introductory courses and secondary education courses and supervises student teachers.

**Assistant Professor Sarah Edwards** received an M.A.T. in the Arts of Teaching from Johns Hopkins University and currently is a doctoral candidate in the literacies and learners program at Temple University. Prior to entering higher education, she taught elementary school in an inclusive setting and middle school language arts. Her background includes participation as a Teach for America Corps member, City Year project manager, and international teaching in Peru and China. Her research interests include how teachers are supporting early learners and English language learners through specific intervention models such as volunteer tutoring. She teaches courses in language and literacy development, classroom management, and English language learners.

**Assistant Professor Stephanie Gardner** received an M.Ed. in elementary education from Bloomsburg University. She is currently teaching Literacy Interventions and Methods of Curriculum and Instruction and Assessment in Elementary Education and supervising student teachers. Prior to entering higher education, she worked as a special education teacher in both self-contained and inclusive settings at the elementary and middle school levels. Her research interests involve instructional practices for individuals with developmental disabilities, including video modeling interventions for students with autism. She teaches courses in cognition and learning and special education.

**Assistant Professor David McLaughlin** earned his Ph.D. in curriculum, instruction and teacher education from Michigan State University. Prior to joining Susquehanna in 2010, he taught science and mathematics at international schools in Colombia, Turkey and Thailand. His research interests include students' funds of knowledge and the educational experiences of nondominant populations. He teaches science and methods of

primary school science and math. He also supervises student teachers.

**W. Michael Nailor**, director of the Teacher Intern Program, holds an M.S. in secondary English education from the University of Pennsylvania and an M.L.S. from the School of Information Studies at Syracuse University. He also holds National Board Certification in K-12 library media. He has been a high school English teacher, staff development specialist and school librarian in local school districts. His interests include the incorporation of digital media and information literacy into high-quality instruction and into K-12 curriculum. He teaches instructional design and other education courses.

**Lecturer Susan Weltheroth**, director of the early childhood education program, earned her Ed.D. in curriculum and instruction with an emphasis in early childhood education from The Pennsylvania State University. She has taught as an adjunct instructor at Susquehanna for more than 20 years. Prior to joining Susquehanna as a visiting lecturer, she was an elementary school principal and a practicing school psychologist. Her research interests include literacy and children's play. She teaches literacy courses and supervises student teachers.

## Education Studies

Since 1904, Susquehanna University has prepared liberal arts students for teaching careers. In the teacher education program, students master professional knowledge and skills necessary for state certification and for developing successful and rewarding careers in education.

Upon completion of the education program, students will have learned to:

- Design instruction and prepare for all aspects of managing a classroom;
- Instruct students and assess their learning;
- Maintain a classroom environment that is welcoming, respectful and productive; and
- Fulfill other professional responsibilities.

### Learning goals:

- Understand how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
- Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- Create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Prepare and plan instruction based on knowledge of subject matter, students, curriculum goals, and formal and informal assessment strategies.

- Include every student—accommodating, adapting and/or differentiating instruction as appropriate, considering readiness, history, interests, achievement and learning styles; cultural, racial, social and ethnic affiliations; and exceptional needs and abilities.
- Use effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interactions in the classroom.
- Function effectively within community-wide systems of education.
- Evaluate the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) through ongoing reflective practice and actively seek opportunities to grow professionally.

**Teacher Certification.** The Susquehanna University Department of Education offers the following programs for teacher certification approved by the Pennsylvania Department of Education:

- Early childhood education (preK-4)
- Secondary (7-12) and (K-12) in areas listed below under Majors Approved for Teaching Certification
- Music education (K-12). See the Music Department on page 120 for information about this program.

**The Elementary Education Major.** Students taking the course of studies necessary to gain one of the Pennsylvania teaching certificates for the elementary grades will major in elementary education. This major combines courses in various disciplines with teacher education courses, including student teaching.

**Early Childhood Certification.** Students who enter SU's elementary education program will earn a bachelor's degree in elementary education and prepare for preK-4 certification.

**Middle Grades Certification.** At this time, SU does not offer a program for middle-grades certification (grades 4-8).

**Secondary Certification.** Students who earn certification in secondary education must major in the subject they will teach. They earn a teaching certification in grades 7-12 by completing the teacher education program, which includes student teaching in the spring semester of the senior year. Courses required for the secondary teacher education program are listed below.

**The Teacher Intern Program** is a route to certification for those who have a bachelor's degree in an approved major. It is an option for students who do not complete certification requirements as undergraduates, including those who decide to pursue teaching late in their undergraduate program. For information about the program, contact the director of the Teacher Intern Program in the Susquehanna education department office or see the department's website <http://www.susqu.edu/education>.

Majors Approved for Teaching Certification:

Major	Teaching Certification
Communications	Communications (7-12)
Communications/ Journalism Track	Communications (7-12)
Elementary Education	Early Childhood (preK-4)
English	English (7-12)
Creative Writing	English (7-12)
Spanish	Spanish (K-12)
French	French (K-12)
German	German (K-12)
Mathematics	Mathematics (7-12)
Music Education	Music Education (K-12)
Biology	Biology, General Science (7-12)
Chemistry	Chemistry, General Science (7-12)
Physics	Physics, General Science (7-12)
Biochemistry	General Science (7-12)
Psychology	Social Studies (7-12)
Sociology/Anthropology	Social Studies (7-12)
History	Citizenship Education, Social Studies (7-12)
Political Science	Citizenship Education, Social Studies (7-12)

(Some certifications, such as social studies, and some majors, such as biology, may require extra coursework because of state or university requirements.)

**Certification Requirements.** To qualify for teaching certification in Pennsylvania, students must complete a bachelor's degree in the appropriate major with a grade point average of 3.00 or higher. They must also complete an accredited teacher education program, such as that offered by Susquehanna University, and pass the PAPA, PECT and/or Praxis tests required by the Pennsylvania Department of Education (PDE). More detailed information about these and other certification requirements is available on the PDE website <http://www.pde.state.pa.us>.

**Declaring Interest in Education.** Students who wish to pursue early childhood, K-12 or secondary education certification should notify their academic adviser and the head of the education department when they make that decision. They should also inform the Office of the Registrar by completing the Declaration of Academic Program form, available in that office.

**Applying to the Teacher Education Program.** PDE requires that education students apply and be admitted to a teacher education program before student teaching. The application packet is available through the education department's website and in the education department office in Seibert Hall. Students may apply for admission to the teacher education program as early as the spring semester of their sophomore year if all

requirements have been met. Students must apply and be admitted no later than the second semester of their junior year.

### **Requirements for Admission to the Teacher Education Program**

- Completion of at least 48 credit hours of coursework, including three semester hours of English composition, three semester hours of English/American literature and six semester hours of college-level mathematics;
- Successful completion of EDUC:101 Introduction to Education and Society;
- A cumulative GPA of 3.00 or a cumulative GPA of 2.80 and successful completion of PAPA examinations;
- Completion of one 40-hour externship (see below), with completed forms returned to the education department;
- Current Act 24, Act 34, Act 151 and Act 114 (FBI) clearances;
- Two reference forms completed by Susquehanna University faculty; and
- A completed application form.

**Externship.** An externship consists of 40 hours in a school for observing and aiding in classrooms and other areas of the school, conducting staff interviews, etc. Applicants must complete an externship prior to admission to the education program. Externship information and forms can be obtained from the education department office or the education department website <http://www.susqu.edu/education/>.

**Student Teaching.** Student teaching usually occurs in the spring semester of the senior year. To participate in student teaching, students must already be admitted to the teacher education program. Students must also have current TB test results and clearances through Act 24, Act 34, Act 151 and Act 114. Student teachers must have completed all courses required for the major and all education courses except the student teaching block. Students should not take any additional courses during student teaching without written permission from the head of the education department.

**Professional Conduct.** The education department faculty reserves the right to make a judgment on the suitability of students for professional teaching practice. Practicum students (those in the schools observing and/or aiding a teacher) and student teachers must follow the policies of the host school district. Practicum students and student teachers are held to a professional standard of behavior as specified by the Pennsylvania Code of Professional Practice and Conduct for Educators and will be removed from a school site by a building administrator for unprofessional conduct. A student asked to leave a school site may be assigned academic work outside of student teaching to complete the credits needed for graduation. Grades will be assigned by the education department faculty

based on the work completed and evaluations from Susquehanna faculty and the cooperating teachers.

**Departmental Honors.** Departmental honors may be awarded to elementary education majors who meet the following criteria:

- Overall GPA of 3.50 and GPA of 3.50 or higher in education courses;
- Completion of early childhood education program for graduation;
- Submission of a formal application for honors to the education faculty by the second Friday of September of the senior academic year and before implementation of the research project;
- Acceptance of the application by the education faculty committee;
- Selection of an honors adviser from the education faculty;
- Development, in consultation with the selected adviser, of a proposal to execute, interpret and report on the individual research project;
- Approval by the education faculty committee of the project proposal;
- Enrollment in EDUC:601 Independent Study (1–4 semester hours);
- Completion of the research project and a public presentation of results;
- Submission of a final written report on the project to the honors adviser on or before the last day of classes for the semester of graduation; and
- Determination of honors status by the education faculty based on student performance.

**Education Honor Society.** Susquehanna University has a chapter of the international education honor society, Kappa Delta Pi. Education students with a GPA of 3.40 or higher who qualify for admittance to the teacher education program will be invited to apply for membership.

## **Education Course Requirements**

**Please note: Elementary, K-12 and secondary education students are required to include the following courses in their certification program:**

**EDUC:260 Introduction to Special Education (4 SH)**

**EDUC:270 Instruction of Exceptional Students (4 SH)**

**EDUC:350 English Language Learners (4 SH)**

**The exception to this rule is that music education students must follow requirements of the music education curriculum, which may allocate this content to different courses.**

**Early Childhood (preK-4) Course Requirements.** Candidates for an early childhood (preK-4) teaching certificate must complete university Central Curriculum requirements plus the following required courses for a Bachelor of Science in elementary education:

semester hours

- 12 *Coursework required by PDE for admission to the teacher education program:*
- 3 semester hours of English composition
  - 3 semester hours of English/American literature
  - 6 semester hours of college-level mathematics (100 level or higher) (Please note that PDE's requirement for 2 semester hours of math beyond Susquehanna's Central Curriculum may be met by any math course that has a math prefix and a course number of 100 or higher. It may be taken at any accredited institution of higher education and does not have to be accepted by Susquehanna as a transfer course.)
- 68 *Education courses taken before student teaching:*
- 2 EDUC:101 Introduction to Education and Society
  - 2 EDUC:102 Historical and Philosophical Foundations of Education
  - 4 EDUC:240 Cognition and Classroom Learning: Early Childhood
  - 4 EDUC:260 Introduction to Special Education
  - 4 EDUC:270 Instruction of Exceptional Students
  - 4 EDUC:300 Arts in Education
  - 4 EDUC:310 Math Methods: Pre-school
  - 4 EDUC:311 Math Methods: Primary Grades
  - 4 EDUC:330 Technology in Education
  - 4 EDUC:350 English Language Learners
  - 4 EDUC:365 Pre-school Language and Emergent Literacy
  - 4 EDUC:366 Primary Literacy Development
  - 4 EDUC:367 Literacy Assessment and Intervention
  - 4 EDUC:380 Instructional Design
  - 2 EDUC:389 Assessment
  - 4 EDUC:400 Social Studies Methods: Early Childhood
  - 2 EDUC:410 Family and Community
  - 4 EDUC:430 Science Methods: Early Childhood
  - 4 EDUC:490 Pedagogy and Classroom Environment
- 16 *Cognate courses (some may also satisfy university Central Curriculum requirements):*
- 4 PSYC:101 Principles of Psychology

- 4 PSYC:238 Developmental Psychology: Conception through Childhood
- 4 HIST:111 United States History to 1877 or HIST:112 United States History Since 1877
- 4 INTD:320 The Sciences

14 *Student teaching courses taken during the spring semester of the senior year (students may not enroll in other courses during this semester without written permission from the head of the Department of Education):*

- 4 EDUC:501 Preparation and Planning
- 4 EDUC:502 Classroom Teaching
- 4 EDUC:503 Classroom Management
- 2 EDUC:600 Seminar

**Secondary Education (7-12) Course Requirements.** Candidates for a secondary teaching credential must major in an approved subject, meet all of the university's requirements for a bachelor's degree in that subject (see that department's section of the catalog) and complete the required courses listed below. All courses required for secondary teacher certification must be completed with a grade of C- or higher.

semester hours

- 12 *Coursework required by PDE for admission to the teacher education program:*
- 3 semester hours of English composition
  - 3 semester hours of English/American literature
  - 6 semester hours of college-level mathematics (Please note that PDE's requirement for 2 semester hours of math beyond Susquehanna's Central Curriculum may be met by any math course that has a math prefix and a course number of 100 or higher. It may be taken at any accredited institution of higher education and does not have to be accepted by Susquehanna as a transfer course.)
- 24 *Education courses taken before the senior year:*
- 2 EDUC:101 Introduction to Education and Society
  - 2 EDUC:102 Historical and Philosophical Foundations of Education
  - 4 EDUC:250 Educational Psychology
  - 4 EDUC: 260 Introduction to Special Education
  - 4 EDUC: 270 Instruction of Exceptional Students
  - 4 EDUC: 350 English Language Learners
  - 2 EDUC:380 Instructional Design
  - 2 EDUC:330 Technology in Education
- 8 *Education courses taken during the fall semester of the senior year (the secondary methods block):*
- 4 EDUC:479 Principles of Learning and Teaching in

- 2 Secondary Education
- 2 EDUC:420-427 Methods of Curriculum, Instruction and Assessment
- 2 EDUC:483 Differentiated Instruction and Classroom Management in Secondary Education
- 14 *Student teaching courses taken during the spring semester of the senior year (students may not enroll in other courses during this semester):*
  - 4 EDUC:501 Preparation and Planning
  - 4 EDUC:502 Classroom Teaching
  - 4 EDUC:503 Classroom Management
  - 2 EDUC:600 Seminar

Also covers evaluation, discipline and classroom management. Same as PSYC:250. 4 SH. CC: *Social Interactions, Writing Intensive.*

**EDUC:260 Introduction to Special Education.**

An overview of the needs of students with disabilities in multiple settings, examining both typical and atypical development, as well as all major areas of exceptionality and instructional strategies that support student success in inclusive classrooms. Includes field experiences. 4 SH. CC: *Diversity Intensive.*

**EDUC:270 Instruction of Exceptional Students.**

Methods of designing and delivering effective instruction for individuals with special learning requirements. Includes field experiences. Prerequisites: EDUC:260 and either EDUC:240 or EDUC:250. 4 SH.

**EDUC:300 Arts in Education.**

Basic music and art fundamentals, methods of music and art instruction in elementary classrooms, and strategies for integrating music and art into the teaching of other elementary subjects. Prerequisites: EDUC:101 or MUED:200 and sophomore standing. 4 SH. CC: *Artistic Expression.*

**EDUC:310 Math Methods: Pre-school.**

Methods of developing curriculum and instruction for pre-school children in numbers and mathematical operations. This knowledge will be applied in field experiences. Prerequisites: Junior or senior standing and elementary education major. 4 SH.

**EDUC:311 Math Methods: Primary Grades.**

Methods of developing curriculum and instruction for primary-grade children in numbers and mathematical operations. This knowledge will be applied in field experiences. Prerequisites: EDUC:310, junior or senior standing, and elementary education major. 4 SH.

**EDUC:330 Technology in Education.**

The theory and practice of using educational technology in the classroom. Includes practice with computers, multimedia and telecommunications. 2 SH.

**EDUC:350 English Language Learners: Theory and Instruction.**

Using knowledge of language systems, language acquisition and sociocultural influences on learning and communication to design instruction and assessment for students whose home language is not English. Includes field experiences. Prerequisites: Either MUED:200 or both EDUC:101 and EDUC:102. 4 SH.

**EDUC:365 Pre-school Language and Emergent Literacy.**

An overview of research on and theories of young children's language development and methods of assessing and guiding the development of language skills in very young children, including skills that facilitate later learning of reading and writing. Includes field experiences at early childhood sites. Prerequisites: Sophomore standing and either EDUC:101 or MUED:200. 4 SH.

## Education Courses

**EDUC:101 Introduction to Education and Society.**

Introductory study of education. Emphasizes teaching as a profession and current educational practice. Requires school-based practicum. 2 SH.

**EDUC:102 Historical and Philosophical Foundations of Education.**

The role of education in American society and the historical, cultural and philosophical forces that have influenced the school. 2 SH.

**EDUC:125 Residential Leadership for Social Justice and Community Development.**

This course is designed to prepare resident assistants for their role as leaders in the Susquehanna University residential community. Coursework will include an introduction to theory and the philosophy relating to student development and the liberal arts. The course will survey diversity and inclusion principles by challenging students to think critically about their own identity as it relates to others. 2 SH.

**EDUC:205 Topics in Education.**

Studies of current and past issues in education. Topics vary according to instructor preference. 2-4 SH.

**EDUC:240 Cognition and Classroom Learning: Early Childhood.**

An overview of educational principles, theories and strategies that positively influence student development and learning. Approaches to teaching and learning are based on the understanding of children as individuals and as members of a group. Includes field experiences. Prerequisites: EDUC:101 or MUED:200 and sophomore standing. 4 SH. CC: *Social Interactions, Writing Intensive.*

**EDUC:250 Educational Psychology.**

An overview of psychological and educational principles as they apply to the classroom. Topics include instructional planning, developmental characteristics of students and learning theories.

**EDUC:366 Primary Literacy Development.**

Methods of designing and delivering explicit instruction in reading, writing and the related language arts to children in grades K-4. Includes field experiences at school sites.

Prerequisite: EDUC:365. 4 SH.

**EDUC:367 Literacy Assessment and Interventions.**

Methods of assessing young children's literacy development and providing interventions suited to the needs of each child.

Includes field experiences at school sites. Prerequisites: EDUC:365 and EDUC:366. 4 SH. CC: *Writing Intensive*.

**EDUC:370 The Theory and Practice of Peer Education.**

An introduction to a broad range of approaches to successful tutoring, this course focuses particularly on addressing diverse learning styles and understanding the impact of social-cultural differences on learning. Students will develop diverse peer tutoring strategies to facilitate learning and will be prepared to serve as tutors in a variety of settings. Prerequisite: GPA of 2.75 or instructor's approval. 2 SH.

**EDUC:380 Instructional Design.**

Methods of designing instruction to enhance student learning by using clear objectives, appropriate assessment and flexible learning activities that conform to state curriculum standards.

Prerequisites: EDUC:101 or MUED:200 and sophomore standing. 2 SH.

**EDUC:389 Assessment.**

Methods of designing and using a wide range of assessment types and assessment data to implement instructional or programmatic revisions in education. Includes field experiences at school sites. Prerequisites: A Central Curriculum Analytical Thought course, senior standing and admission to the teacher education program. 2 SH.

**EDUC:400 Social Studies Methods: Early Childhood.**

Methods of designing and delivering effective instruction in social studies in early childhood classrooms. Includes field experiences at school sites. Prerequisites: Senior standing and elementary education major. 4 SH. CC: *Team Intensive*.

**EDUC:410 Family and Community.**

Examines the connections among schools, families and communities and methods teachers can use to establish and maintain positive collaborative relationships with the families of their students. Includes field experiences at school or community sites. Prerequisites: Senior standing and admission to the teacher education program. 2 SH.

**EDUC:420-427 Methods of Curriculum, Instruction and Assessment in Secondary Education.**

Methods courses in the secondary program address content and techniques used to develop and implement instruction in the specific content area. (Music education majors should refer to the music department's methods course list.) All methods

courses include field experiences. These courses are taken in the first semester of the senior year as part of the Secondary Education Methods Block (see secondary education in the education course requirements section on page 74).

Prerequisites: EDUC:102, either EDUC:250 or EDUC:240, either EDUC:101 or MUED:200, senior standing, and admission to the teacher education program.

**EDUC:420 Methods of Curriculum, Instruction and Assessment in Teaching Communications 2 SH.****EDUC:421 Methods of Curriculum, Instruction and Assessment in Teaching English. 2 SH.****EDUC:422 Methods of Curriculum, Instruction and Assessment in Teaching Foreign Languages. 2 SH.****EDUC:423 Methods of Curriculum, Instruction and Assessment in Teaching Mathematics. 2 SH.****EDUC:424 Methods of Curriculum, Instruction and Assessment in Teaching Science. 2 SH.****EDUC:425 Methods of Curriculum, Instruction and Assessment in Teaching Social Studies. 2 SH.****EDUC:426 Methods of Curriculum, Instruction and Assessment in Teaching Social Sciences. 2 SH.****EDUC:427 Methods of Curriculum, Instruction and Assessment in Teaching Citizenship. 2 SH.****EDUC:430 Science Methods: Early Childhood.**

Methods of teaching scientific knowledge and the elements of scientific thinking and experimenting in developmentally appropriate ways to children through fourth grade. Includes field experiences at schools and other sites. Prerequisites: INTD:320, junior or senior standing, and admission to the teacher education program. 4 SH.

**EDUC:479 Principles of Learning and Teaching in Secondary Education.**

A study of current curricular and instructional practices. Topics include components of professional practice, planning and preparation, classroom environment, classroom assessment, and professional development. (A summer section of EDUC:479 may be offered for students participating in the Teacher Intern Program. This summer section carries two semester hours of credit and is not available to undergraduate students.) This course is taken in the first semester of the senior year as part of the Secondary Education Methods Block (see secondary education in the education course requirements section on page 74.) Prerequisites: Senior standing and admission to the teacher education program. 4 SH.

**EDUC:483 Differentiated Instruction and Classroom Management in Secondary Education.**

An overview of the current models of classroom management and strategies for meeting diverse needs and unique abilities of students from many different backgrounds. Topics include classroom management techniques for exceptional learners, urban and rural students, and culturally and linguistically diverse students. Includes field experiences at a school site. This course is

taken in the first semester of the senior year as part of the Secondary Education Methods Block (see secondary education in the education course requirements section on page 74).

Prerequisites: Senior standing and admission to the teacher education program. 2 SH.

**EDUC:490 Pedagogy and Classroom Environment.**

A course for seniors in the early childhood (preK-4) certificate program, which covers methods of early childhood teaching, including instructional planning, responsive classroom management, diversity in the classroom and professional ethics. The second half of the course is spent at the school site with the cooperating teacher to whom each senior is assigned for student teaching in the spring semester. Prerequisites: Senior standing in the elementary education major and admission to the teacher education program. 4 SH.

**Student Teaching Block.**

Taken together, these courses require observation and student teaching in nearby schools under supervision of a public school teacher and a university supervisor and attendance at a weekly seminar. During this 15-week period, students in early childhood education spend a minimum of 450 hours of observation/teaching experience, and students in secondary education spend a minimum of 420 hours of observation/teaching experience. To enroll in this block of courses, students must be admitted to the teacher education program and have approval from their advisers. Students may not enroll in any additional courses for this semester without prior written approval from the head of the Education Department. Prerequisites: All other courses required for the major and for the teacher education program, as well as admission to the teacher education program. 14 SH. Capstone for elementary education majors. CC: Ethics Intensive, Oral Intensive.

**EDUC:501 Preparation and Planning.** 4 SH. CC: Oral Intensive

**EDUC:502 Classroom Teaching.** 4 SH. CC: Oral Intensive

**EDUC:503 Classroom Management.** 4 SH. CC: Ethics Intensive, Oral Intensive

**EDUC:600 Seminar.** 2 SH.

**EDUC:601 Independent Study.**

A detailed exploration of a selected educational topic or problem under faculty direction. Project may relate to the development of a significant skill in teaching. Requires approval of supervising professor and department head. See the academic policies and regulations section on page 174 for further information about independent studies. 1-4 SH.

**INTD:320 The Sciences.**

Students in this course will examine the disciplines of the natural sciences (physics, chemistry, biology, earth and space) together with related technologies. The course introduces students to science as a human activity with a long history and the following habits of mind: values and attitudes, computation and estimation, manipulation and observation, communication, and critical-response skills. Particular attention is given to the

underlying themes of science: systems, models, constancy and change, and scale. Laboratories will be taught together with the lecture portion of the class. However, some laboratory experiences may be on Saturdays. Prerequisites: Sophomore standing, EDUC:102, completion of the Analytical Thought requirement, and either MUED:200 or EDUC:101. 4 SH. CC: *Interdisciplinary, Scientific Explanations, Team Intensive.*

# English and Creative Writing

## English and Creative Writing Faculty

**Professor Tom Bailey** earned a Ph.D. in English literature from the State University of New York at Binghamton. He teaches creative writing and has published three books: a novel, a book on the teaching of fiction writing and a collection of short fiction.

**Professor Gary Fincke** holds a Ph.D. from Kent State University. A prolific and award-winning author of poetry and prose, he teaches creative writing courses in poetry, fiction and nonfiction, and directs the Susquehanna University Writers Institute.

**Professor Laurence Roth** has a Ph.D. from the University of California, Los Angeles. He teaches courses in American literature, American-Jewish literature, Jewish studies and 20th-century ethnic American literatures. He is the author of a book on American Jewish detective fiction and is the coordinator of the university's Jewish studies program and the publishing and editing minor.

**Associate Professor Susan R. Bowers** earned her Ph.D. at the University of Oregon. A former journalist, she has published on American poetry and contemporary fiction. Her courses include modern and contemporary British, Irish and American literature and women's literature.

**Associate Professor Andrew Hubbell**, department head, earned his Ph.D. at the University of Maryland, College Park. He teaches courses in 19th-century British literature, environmental literature, travel literature, narrative theory in novels and film, the romance novel, urban culture and literature, and rhetoric and composition. He has published on Lord Byron, Samuel Taylor Coleridge, William Wordsworth, Percy Shelley, John Milton, food history, the literature of Antarctic exploration and 19th-century environmentalism. His current book project, *Byron's Nature*, examines Byron's environmentalism.

**Associate Professor Karla Kelsey** completed her Ph.D. in creative writing and literary studies at the University of Denver. She has published three books of poetry, poetry translations and essays in criticism. In spring 2011, she won a Fulbright Scholarship to teach poetry in Budapest.

**Associate Professor Karen Mura** earned a Ph.D. from the University of Wisconsin and is a former assistant editor of the Middle English Dictionary. The department's medievalist and paleographer, she also teaches courses in women's writing, the history of the English language and contemporary world literature.

**Associate Professor Glen Retief**, a native of South Africa, obtained a Ph.D. from Florida State University. He teaches advanced courses in memoir, personal essay and travel writing; introductory courses in creative nonfiction; occasional fiction

workshops; and literature courses. He publishes essays and fiction, and his memoir, *The Jack Bank*, was published by St. Martin's Press.

**Associate Professor Randy Robertson** holds a Ph.D. from Washington University, a Master of Arts from the University of Chicago and a Bachelor of Arts from the University of Virginia. He teaches courses on 17th- and 18th-century literature, the novel, the history of the book, travel writing and the Enlightenment. He is the author of a book on censorship in 17th-century Britain.

**Associate Professor Rachana Sachdev** holds a Ph.D. from the University of Pennsylvania. She teaches courses on issues of race, gender, sexuality and immigration in 20th-century American, 17th-century British and American, and ethnic literatures. She edited *Teaching South East Asia* and *China Observed*, a scholarly collection of essays. She is completing her book, *Representations of Infanticide*, on Renaissance portrayals of the east.

**Associate Professor Amy Winans** earned her Ph.D. from The Pennsylvania State University. The department's expert on American literature before the 20th century, she teaches courses in American literature, African-American studies, women's writing, and rhetoric and composition. She is associate director of the honors program.

**Assistant Professor Catherine Zobal Dent** earned her Ph.D. in English language and literature from Binghamton University with a concentration in fiction. She published a collection of short stories in 2014 and is working on her novel, *Dina*, and a creative nonfiction book about long-distance hiking. She teaches a range of writing courses.

**Assistant Professor Angelique Nixon** (on leave 2014-15) holds a Ph.D. in English literature from the University of Florida, with a certificate in women's studies and gender research. She is in the process of completing her first scholarly book, *Resisting Paradise: Tourism, Diaspora, and Sexuality in Caribbean Literature and Culture*, which examines the material effects of tourism and neocolonialism on Caribbean culture and identity. She teaches courses in Caribbean and African diaspora literature.

**Assistant Professor Betsy L. Verhoeven** received her Ph.D. from the University of Denver. She is the coordinator of writing and thinking, and she teaches composition and rhetoric, including the first-year Writing and Thinking class and upper-division courses in the rhetoric of popular culture, American identity and environmentalism. Scholarly interests include writing in the disciplines and the history of rhetoric, especially the newspaper rhetoric of women and laboring classes during the American Revolution.

**Assistant Professor Silas Dent Zobal** earned his Ph.D. in English language and literature from Binghamton University with a concentration in fiction. His current scholarship projects include two novels, work which was supported by a 2008 Creative Writing Fellowship in Fiction from the National

Endowment for the Arts. He teaches fiction, writing and literature courses.

## English and Creative Writing Studies

Students in English and Creative Writing study literature from three different perspectives: as writers, readers and participants in the manufacture and dissemination of texts. Foundational courses taken by all tracks in the first and second years teach skills and knowledge in literary practice, history and theory and provide a common learning experience. After the foundational courses, majors in the literature track (English and English-secondary education majors) elect advanced seminars in literary history and theory, while majors in the creative writing track take advanced writing workshops. English and English-secondary majors complete their coursework in a capstone experience pursuing their own independent research projects; creative writing majors complete their coursework in a writing portfolio experience.

## English

The English major is designed to prepare students for a successful, fulfilling life and career in the 21st century by training them to understand the theoretical implications and historical context of all forms of writing and become expert writers. A graduate from this program will have superb analytic and problem-solving skills, powerful methods to understand cultural context and meaning, and the ability to perform advanced research in any text-based field, such as law, education, government, library science, publishing, editing, marketing and public advocacy.

### Learning goals:

- Critical thinking: originality and appreciation of nuance
- Interpretation: history, theory and criticism
- Literacy: reading, intertextuality and cosmopolitanism

Style: rhetoric, genre and audience

### Requirements for the English major. 48 semester hours with grades of C- or better.

semester hours

- 4 ENGL:290 Aesthetics and Interpretation
- 12 Surveys in Traditions of Literatures: students choose one from each of the following three clusters:
- ENGL:230 Studies in Literatures of the British Commonwealth, Medieval to Renaissance
  - ENGL:233 Studies in Literatures of the British Commonwealth, Jacobean to Augustan

- ENGL:220 Studies in Literatures of the Americas, Colonial to 1865
- ENGL:235 Studies in Literatures of the British Commonwealth, Romantic to Modernist
- ENGL:225 Studies in Literatures of the Americas, 1865 to Present
- ENGL:245 Studies in Comparative Literatures of the Americas (Multicultural)

- 4 Surveys in Forms of Writing
- ENGL:265 Novel
  - ENGL:265 Poetry
  - ENGL:265 Drama
  - ENGL:265 Memoir
  - ENGL:265 Popular Writing
  - ENGL:265 Short Story
  - ENGL:265 Epic
- 4 Practice of Writing chosen from the following courses:
- ENGL:295 Academic Writing in English Studies
  - ENGL:298 Book Reviewing
  - Any WRIT:240 Introduction to Genre Writing
  - Any WRIT:250 Introduction to Creative Writing (cannot be taken first semester of first year)
- 20 Advanced Studies and Themes (restricted to third semester standing) chosen from:
- ENGL:300 History of the English Language (Early Period)
  - ENGL:305 Themes in Early British Literature (Early Period)
  - ENGL:315 Themes in Early Modern British Literature (Early Period)
  - ENGL:325 Themes in Modern British Literature
  - ENGL:335 Themes in Early American Literature (Early Period)
  - ENGL:345 Themes in Modern American Literature
  - ENGL:350 Studies in Major Authors
  - ENGL:355 Studies in Anglophone Literature (Multicultural)
  - ENGL:361 Studies in Literary Forms
  - ENGL:365 Studies in Literature and Gender
  - ENGL:381 Advanced Composition: Rhetoric and the Environment
  - ENGL:382 Reading/Writing/Teaching Difference
  - ENGL:388 Entertainment, Arts, Politics, Ethics
  - ENGL:390 Special Themes and Topics
- 4 ENGL:440 Independent Research: Issues in Literature  
8 semester hours must be from "Early Period" at the 300 level

4 semester hours at either the 200 or 300 level must be from multicultural or non-Western literatures.

**The English-secondary education major** is designed to prepare students to teach English in grades 7-12 and be successful on standard exams required of teaching candidates. This major is offered by the Department of English and Creative Writing in conjunction with the Department of Education. It is designed to be a program leading to teacher certification, and students formally apply to the teacher education program by February of their sophomore year or as soon after that as possible. At the time of application, the candidate must have at least a 3.00 overall GPA and a 3.00 English GPA.

**Requirements for the English-Secondary Education Major. 48 semester hours with grades of C- or better**

Required courses are the same as for the English major, but English-secondary education majors are encouraged to take ENGL:350 Major Authors, Shakespeare to fulfill their credit hours in Advanced Studies and Themes. Students must also complete the required education courses for secondary education certification as listed in the education section on page 72.

## Creative Writing

The creative writing major emphasizes literature and writing courses that will be most valuable in preparing students not only for careers in writing, but also for related careers in law, education, publishing and editing. Courses are organized to offer breadth and depth, practical skills, and intensive independent writing, presentation and production experiences.

**Requirements for the Creative Writing Major. 44-50 semester hours with grades of C- or better.**

semester hours

12	WRIT:250 courses chosen from Introduction to Fiction, Poetry and Creative Nonfiction
4-8	WRIT:350 courses chosen from Intermediate Fiction, Poetry and Creative Nonfiction
4	WRIT:450 Fiction (short story, novella or novel) or WRIT:450 Creative Nonfiction (memoir, personal essay or literary journalism) or WRIT:450 Poetry (the narrative, the lyric, the sequence, traditional forms or the prose poem)
2	WRIT:550 Senior Writing Portfolio
2-4	WRIT:520 Practicum or WRIT:540 Internship
4	ENGL:265 Forms of Writing ENGL:265: Novel ENGL:265: Poetry ENGL:265: Drama

ENGL:265: Memoir

ENGL:265: Popular Writing

ENGL:265: Short Story

ENGL:265: Epic

4 ENGL:269 English Grammar and the Writing Process

4 ENGL:290 Aesthetics and Interpretation

8 ENGL 200 or 300 level courses above 205 level, other than ENGL:269 and ENGL:290

**The creative writing secondary education major** emphasizes literature and creative writing courses that will be most valuable in preparing students for a career in teaching. Courses are organized to develop not only the writing skills of the student, but also to enhance the ability to teach creative writing and literature. Courses in literature are chosen specifically to enable students to master the core of literature needed to both succeed on standardized examinations required of teaching candidates and to be familiar with secondary school curricula.

This major is offered by the Department of English and Creative Writing in conjunction with the Department of Education. It is designed to be a program leading to teacher certification, and students formally apply to the teacher education program by February of their sophomore year or as soon after that as possible. At the time of application, the candidate must have at least a 3.00 overall GPA and a 3.00 English GPA.

**Requirements for the Creative Writing Secondary Education Major. 44-50 semester hours in Department of English and Creative Writing courses with grades of C- or better.**

semester hours

12	WRIT:250 courses, chosen from Introduction to Fiction, Poetry and Creative Nonfiction
4-8	WRIT:350 courses, chosen from Fiction, Poetry and Creative Nonfiction
4	WRIT:450 Fiction (short story, novella or novel) or WRIT:450 Creative Nonfiction (memoir, personal essay or literary journalism) or WRIT:450 Poetry (the narrative, the lyric, the sequence, traditional forms or the prose poem)
4	ENGL:269 English Grammar and the Writing Process
4	ENGL:290 Aesthetics and Interpretation
2	WRIT:550 Senior Writing Portfolio
4	ENGL:230, 233 or 235 Survey of British Literature
4	ENGL:220, 225 or 245 Survey of American Literature
4	ENGL:350 Shakespeare
2-4	WRIT:520 Practicum, WRIT:540 Internship or WRIT:590 Independent Writing Project

Education courses for secondary education as listed in the education section on page 72

only; not for credit in the English major or minor or the Central Curriculum. 4 SH.

#### **ENGL:100 Writing and Thinking.**

An introduction to college writing, reading and discourse. Active discussion among students and instructors in sections limited to 18 participants. Seminars typically focus on a current social problem or a topic of particular interest to the instructor. Not for credit in the major or minor. 4 SH. CC: *Writing and Thinking*.

#### **ENGL:190 Introduction to Modern Publishing.**

An introduction to the history of modern publishing, to the art and business of producing books (including current trends and problems), and to the practical knowledge and critical skills needed to pursue employment in the industry. Prerequisite: Sophomore standing. 4 SH. CC: *Interdisciplinary*.

#### **ENGL:200 Literature and Culture.**

A survey of works from the earliest written texts to the present, emphasizing literary heritage and the global context of literature, and fostering in students the capacity for critical thinking. Texts are chosen according to the interest and expertise of instructors. Prerequisite: Sophomore standing or second-semester first-year students who have successfully completed the Writing and Thinking course. 4 SH. CC: *Literary Expression*.

#### **ENGL:205 Literature Studies.**

Specialized courses surveying a particular theme or topic of literary study and fostering in students the capacity for critical thinking. Texts are chosen according to the interest and expertise of instructors. Recent examples are Wilderness Literature, Beat Literature, Living Writers and Travel Literature. Prerequisite: Sophomore standing or second-semester first-year students who have successfully completed the Writing and Thinking course. 4 SH. CC: *Literary Expression*.

#### **ENGL:220 Studies in Literatures of the Americas, Colonial to 1865 (Early Period).**

Survey of U.S. and other American literatures involving the close reading and analysis of major texts during this period organized around themes that provide coherence and intellectual interest. Partially satisfies early period requirement. Prerequisite: English and creative writing major or sophomore standing. 4 SH. CC: *Literary Expression*.

#### **ENGL:225 Studies in Literatures of the Americas, 1865 to Present.**

Survey of U.S. and other American literatures involving the close reading and analysis of major texts during this period organized around themes that provide coherence and intellectual interest. Prerequisite: English and creative writing major or sophomore standing. 4 SH. CC: *Literary Expression*.

Note: The Department of Education requires a cumulative grade point of 3.00 overall and in the major.

**Major GPA Calculation.** For the purposes of calculating the required 2.00 minimum GPA in any of the four majors offered by the department, the English and Creative Writing Department uses all of the major courses with the ENGL and WRIT prefixes.

**Minor in English.** English minors complete, with grades of C- or better, four semester hours from ENGL:265 Forms of Writing courses, four semester hours from Surveys in Traditions of Literatures courses and 12 semester hours from Advanced Studies and Themes courses. Courses are chosen by the student with the guidance of a departmental adviser.

**Minor in Creative Writing.** Creative writing minors complete, with grades of C- or better, at least 20 semester hours beyond ENGL:100 and including WRIT:350. The remaining courses are chosen with guidance and approval of the departmental minor adviser from departmental offerings in writing: WRIT:240, WRIT:250, WRIT:270, WRIT:350, WRIT:450 and WRIT:550, all of which, except for WRIT:270 and WRIT:550, may be taken more than once for credit provided that the subtitle and content of the course are changed. COMM:131 Introduction to Journalism also satisfies requirements of the minor. Declaration of a creative writing minor requires submission of a six- to eight-page creative writing sample to the director of creative writing. Select members of the creative writing faculty will review this sample to ensure that students have the ability to succeed in this minor. Note that approval of a creative writing minor does not guarantee a place in workshop classes. The creative writing minor is not open to students pursuing the creative writing major.

**Minor in Publishing and Editing.** Students earning the minor in publishing and editing must complete five courses (a total of 18 semester hours) with a grade of C- or above. The required courses are ENGL:190 Introduction to Modern Publishing, WRIT:270 Small Press Publishing and Editing, COMM:331 Editing, ENGL:540 Internship, and ENGL:388 Publishing: Entertainment, Art, Politics, Ethics.

## **English Courses**

#### **ENGL:090 College Writing.**

An intensive introduction to college reading and writing, intended to prepare students for the challenge of college writing and to empower them to become members of a larger writing community. Sections limited to 18 students. For elective credit

**ENGL:230 Studies in Literatures of the British Commonwealth, Medieval to Renaissance.**

Survey of British Commonwealth literature involving the close reading and analysis of major texts during this period organized around themes that provide coherence and intellectual interest. Prerequisite: English and creative writing major or sophomore standing. Partially satisfies early period requirement. 4 SH. CC: *Literary Expression*.

**ENGL:233 Studies in Literatures of the British Commonwealth, Jacobean to Augustan.**

Survey of British Commonwealth literature involving the close reading and analysis of major texts during this period organized around themes that provide coherence and intellectual interest. Prerequisite: English and creative writing major or sophomore standing. Partially satisfies early period requirement. 4 SH. CC: *Literary Expression*.

**ENGL:235 Studies in Literatures of the British Commonwealth, Romantic to Modernist.**

Survey of British Commonwealth literature involving the close reading and analysis of major texts from this period organized around themes that provide coherence and intellectual interest. Prerequisite: English and creative writing major or sophomore standing. 4 SH. CC: *Literary Expression, Writing Intensive*.

**ENGL:245 Studies in Comparative Literatures of the Americas (Multicultural/Non-Western).**

Surveys the literature of one or more cultural groups both within and outside the U.S., including African-American, Native American, Latina/Latino, Asian American and others. In every case, factors of race, ethnicity, gender, sexual orientation and class will be of prime concern. Course selections and course topics vary according to instructor preference. Prerequisite: English and creative writing major or sophomore standing. Satisfies Multicultural/Non-Western requirement. 4 SH. CC: *Literary Expression, Diversity*.

**ENGL:250 World Literature (Multicultural/Non-Western).**

Surveys the literature, primarily in translation, of both historical and contemporary world writers, emphasizing the global context of literature. Prerequisite: English and creative writing major or sophomore standing. Satisfies Multicultural/Non-Western requirement. 4 SH. CC: *Literary Expression*.

**ENGL:255 Jewish Literature (Multicultural/Non-Western).**

A variable topic survey, in English translation, of the texts, writers, histories and languages that describe Jewish literatures. The course is especially concerned with debates over definitions of "Jewish literature" (what makes Jewish literatures Jewish?), the significance of Jewish literary and cultural diversity and Jewish literary navigations between diaspora and homeland, secularism and religiosity. Readings may include Hebrew and Israeli literature, Yiddish literature, Sephardic literature, or Jewish literatures of Europe and the Americas. Same as JWST:255.

Prerequisite: Sophomore standing. Satisfies Multicultural/Non-Western requirement. 4 SH. CC: *Literary Expression, Diversity*.

**ENGL:265 Forms of Writing.**

Courses designed to examine both the formal characteristics of a particular genre and its historical development. Focus of a particular section may be the novel, the short story, drama, poetry, the essay, memoir, epic or popular writing. Prerequisite: English or creative writing major or sophomore standing. 4 SH. CC: *Literary Expression, Diversity Intensive, Writing Intensive*.

**ENGL:269 English Grammar and the Writing Process.**

A descriptive study of American English grammar and the history of the English language. 4 SH. CC: *Oral Intensive*.

**ENGL:290 Aesthetics and Interpretation.**

Intensive and advanced study of reading and writing about literature. Includes close analysis of literary texts in historic, generic and cultural contexts; study of research methods and writing the research paper; and attention to traditional and recent critical theory. Prerequisite: English or creative writing major or sophomore standing. 4 SH. CC: *Artistic Expression, Interdisciplinary, Writing Intensive*.

**ENGL:295 Academic Writing in English Studies.**

This course introduces students to academic writing in English studies by exploring varied models of successful scholarly writing. Emphasis is placed on students developing the skills and strategies writers need in order to participate effectively in the diverse conversations that define this field. Prerequisites: ENGL:100 or the equivalent and sophomore standing or instructor's permission. 4 SH. CC: *Writing Intensive*.

**ENGL:298 Book Reviewing.**

An introduction to and an intensive, rigorous workshop in the basic forms of book reviewing: the short book review, the review essay and the longer literary critical essay. The course builds on the writing skills students have learned in ENGL:100 and 200-level courses in literature, and it includes intensive reading in the forms listed above. Prerequisites: ENGL:100 or the equivalent and sophomore standing or instructor's permission. 4 SH.

**ENGL:300 History of the English Language (Early Period).**

The development of the language from its origin to the present. Includes standards of written and spoken English and the differences between English spoken in England and that spoken in various parts of America and elsewhere in the world. Partially satisfies early period requirement. 4 SH.

**ENGL:305 Themes in Early British Literature (Early Period).**

Readings in prose, poetry and drama from the sixth to 17th centuries. Sections may focus on a particular period or range across centuries, and topics vary according to instructor preference. The texts will be in English but will not necessarily have been composed in Great Britain. Partially satisfies early period requirement. 4 SH.

**ENGL:315 Themes in Early Modern British Literature (Early Period).**

Readings in prose, poetry and drama from the late 17th century to 1900. Sections may focus on a particular period or range across centuries, and topics vary according to instructor preference. The texts will be in English but will not necessarily have been composed in Great Britain. Partially satisfies early period requirement. 4 SH. CC: *Writing Intensive*.

**ENGL:325 Themes in Modern British Literature.**

Readings in prose, poetry and drama from 1900 to the present. Sections may focus on a particular period or range across centuries, and topics vary according to instructor preference. The texts will be in English but will not necessarily have been composed in Great Britain. 4 SH.

**ENGL:335 Themes in Early American Literature (Early Period).**

Readings in prose, poetry and drama by writers representing various American cultures and literatures, from the pre-Colonial period through 1865. Sections may focus on a particular period or range across centuries, and topics vary according to instructor preference. Partially satisfies early period requirement. 4 SH. CC: *Writing Intensive*.

**ENGL:345 Themes in Modern American Literature.**

Readings in prose, poetry and drama by writers representing various American cultures and literatures, from 1865 to the present. Sections may focus on a particular period or range across centuries, and topics vary according to instructor preference. 4 SH.

**ENGL:350 Studies in Major Authors.**

A study of literary works by a single author or perhaps of two writers whose works may be studied in tandem. By reading a number of texts by a single author, students will come to understand individual works better and will gain insight into the author's particular vision and sense of literary craft. Offerings are likely to include Chaucer, Shakespeare, Milton, Twain, Austen, Dickinson and Morrison. 4 SH. CC: *Writing Intensive*. *Course also counts as Team Intensive, but only when the topic is Shakespeare: Cultural Performances.*

**ENGL:355 Studies in Anglophone Literature (Multicultural/Non-Western).**

A study of literature written originally in English by writers from countries other than the United States and Britain. The course may include writers from Canada, Ireland, the Indian subcontinent, the Caribbean and English-speaking countries in Africa. Satisfies Multicultural/Non-Western requirement. 4 SH.

**ENGL:361 Studies in Literary Forms.**

Advanced courses designed to examine the formal characteristics of a genre, as well as the historical factors influencing its development or manifestation at any given moment, and the theoretical approaches to understanding the genre. The focus of

a particular section may be the novel, short story, drama, poetry, the essay or autobiography. 4 SH.

**ENGL:365 Studies in Literature and Gender.**

Courses exploring such topics as women in literature, literature by women, literature and sexuality, the construction of gender in literature, and feminist literary theory. Same as WMST:365. 4 SH. CC: *Writing Intensive*.

**ENGL:381 Advanced Composition: Rhetoric and the Environment.**

An interdisciplinary workshop course focusing on the environment. Students explore the way scientists' knowledge, methods and values have informed public rhetoric and scholarly rhetorical criticism, as well as the ways that rhetorical criticism and awareness have in turn had an impact on scientific discourse. Fundamental to the course is the crafting of students' written arguments in response to readings and personal involvement with environmental issues. The process of writing these arguments is informed by research from the field of composition and models the best practices of that field, making this course useful for future teachers and professional writers, as well as to those who are interested in environmental issues. Prerequisite: Sophomore standing. 4 SH. CC: *Interdisciplinary, Writing Intensive*.

**ENGL:382 Reading/Writing/Teaching Difference.**

Students explore the ways that difference impacts everyone's—students', instructors' and others'—experiences of reading, writing and teaching/learning. "Difference" includes, among other factors, gender, race, class, religion, ability, sexuality and national origin. This interdisciplinary course uses readings and concepts from the fields of education, literature, and composition and rhetoric. Students will apply these concepts and readings to their own or to others' reading, writing and learning experiences inside and/or outside of the traditional classroom. Prerequisites: ENGL:100 and sophomore standing or instructor's permission. 4 SH. CC: *Interdisciplinary, Diversity Intensive*.

**ENGL:388 Publishing: Entertainment, Art, Politics, Ethics.**

This course explores the cultural, political and commercial functions of publishing. We explore how published texts ask us to take on certain ethical roles as art critics, citizens and consumers. We start by reading Addison and Steele's *Spectator*; next we examine Jurgen Habermas's theory that newspapers' publication of literary criticism helped enable democratic government; finally, we consider the ways changes in marketing, new formats like the Internet and increases in profitability have obscured the political purposes that may have been served in publishing. 4 SH. CC: *Ethics Intensive, Writing Intensive*.

**ENGL:390 Special Themes and Topics.**

Occasional offerings of specialized courses exploring subjects of serious interest to faculty members and to students. 4 SH. CC: *Writing Intensive*. *When the topic being offered is Race and*

*Identity in U.S. Literature, the course is Diversity Intensive and Ethics Intensive but not Writing Intensive.*

**ENGL:440 Independent Research: Issues in English Studies.**

The majority of this course is a research workshop that allows seniors to pursue individual interests in a serious, scholarly way. It is the capstone course of the English and English-secondary education majors. Prerequisites: Junior or senior standing and at least eight hours at the 200 level or above. 4 SH. Capstone. CC: Oral Intensive, Writing Intensive.

**ENGL:500 Directed Reading and Research.**

Independent research and writing under the supervision of an appropriate member of the department. Prerequisites: 24 credit hours in ENGL 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. 2-4 SH.

**ENGL:505 Independent Study.**

Independent research and writing under the supervision of an appropriate member of the department. Prerequisites: 24 credit hours in ENGL 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. 2-4 SH.

**ENGL:520 Practicum.**

Applied projects in language, literature or craft, including supervised work in literacy projects, in writing projects, at public and school libraries, in shelters, and in public institutions. The Susquehanna University Office of Volunteer Programs provides contacts. May apply for major or minor credit to a maximum of four semester hours, depending on the nature of the project. Prerequisites: 24 credit hours in ENGL 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. S/U grade. 2-4 SH.

**ENGL:540 Internship.**

Research, writing and editing for various public and private organizations and various on- and off-campus publications. Open only when positions are available. May apply for major or minor credit to a maximum of four semester hours, depending on the nature of the internship. Prerequisites: 24 credit hours in ENGL 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. 2-4 SH.

## Creative Writing Courses

**WRIT:240 Introduction to Genre Writing.**

This workshop writing course introduces students to the craft of various types of writing, including screenwriting, children's literature and science fiction. Genres vary depending on semester and instructor expertise. 4 SH. CC: Artistic Expression when the topic is Experimental Writing.

**WRIT:250 Introduction to Creative Writing.**

Introductory workshop course in the study and practice of, in alternating terms, short fiction, poetry, creative nonfiction and the novel. 4 SH. CC: Team Intensive, Writing Intensive.

**WRIT:270 Small Press Publishing and Editing.**

An introductory workshop course in the study and practice of publishing and editing for small presses; includes both historical study of the industry and hands-on publishing and editing projects. 4 SH. CC: Artistic Expression.

**WRIT:350 Intermediate Creative Writing.**

An intensive, rigorous discussion of student writing in a workshop atmosphere. This course builds upon what students learned in WRIT:250 Introduction to Creative Writing. It includes intensive reading of literature in the genre being studied. Special emphasis on the development of a body of work. Topics will vary and may include fiction, poetry, creative nonfiction, publishing and editing, or screenwriting. Each workshop may be repeated once. Prerequisite: WRIT:250 or instructor's permission. 4 SH. CC: Team Intensive, Writing Intensive.

**WRIT:450 Advanced Creative Writing.**

An intensive, rigorous discussion of student writing in a workshop atmosphere, along with intensive reading in the genre. Special emphasis on the development of a significant body of work in preparation for an understanding of what is required to write a book in the genre being studied. Topics will vary and may include fiction, poetry, creative nonfiction, publishing and editing, or screenwriting. Each workshop may be repeated once. Prerequisite: WRIT:350 or instructor's permission. 4 SH.

**WRIT:520 Practicum.**

Applied projects in writing under the supervision of an appropriate member of the department. Prerequisites: 24 credit hours in WRIT 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. 2-4 SH.

**WRIT:540 Internship.**

Research, writing and editing for various public and private organizations and various on- and off-campus publications. Open only when positions are available. 2-4 SH.

**WRIT:550 Senior Writing Portfolio.**

The capstone course for all creative writing majors (and interested creative writing minors). Students will prepare a portfolio of their written work with the expectation of the portfolio going "public," that is, meeting the demands of graduate school, employment or the marketplace. Required for senior creative writing majors; others by successful completion of WRIT:350. 2-4 SH. Capstone.

**WRIT:590 Independent Writing Project.**

Completion of a suitable portfolio of fiction, poetry, drama or creative nonfiction. Permission of the faculty member directing the project must be obtained during preregistration.

Prerequisites: 24 credit hours in WRIT 200- and 300-level courses, 48 total credit hours with at least a 3.00 GPA in the major and department approval. *2-4 SH.*

## Film Studies

Coordinator: Hastings

Established in 1979, the Susquehanna University Film Institute promotes the study and enjoyment of artistically, historically and intellectually important films as a complement to liberal arts education. The institute coordinates the design and teaching of film courses, the exhibition of classic films and the Susquehanna University Film Library.

**Minor in Film Studies.** The minor in film studies is an interdisciplinary program using courses in several departments and coordinated by the Film Institute. It provides students with a broad introduction to motion pictures as an art and cultural phenomenon. Students minoring in film studies complete, with grades of C- or better, 20 semester hours from the following: FILM:150, FILM:180, FILM:210, FILM:220, FILM:230, FILM:300, COMM:282 or COMM:382. Independent Studies and COMM:502 Individual Investigation are also available for credit toward the film studies minor, with Film Institute and instructor approval.

### Learning goals:

- Film students understand films as works of art.
- Film students understand the relationship between films and their audiences and cultures.
- Film students possess a vocabulary to describe and evaluate films.
- Film students explore otherness through films.

## Film Production

The Department of Communications offers the following film-related production courses: COMM:282 Fundamentals of Digital Video Production and COMM:382 Intermediate Digital Multimedia Production.

## Film Studies Courses

### FILM:150 Introduction to Film.

An interdisciplinary study of film as an art and cultural phenomenon. Stresses the history, aesthetics and social implications of film rather than movie-making techniques. Studies commercial cinema in connection with traditional humanistic disciplines such as literature, history and philosophy. 4 SH. CC: *Artistic Expression*.

### FILM:180 Film and Human Values.

Focuses on religious, ethical, aesthetic and epistemological values as exemplified in selected films. Examines such issues as peace and war, personal ethics, civil disobedience, deception, truth, beauty, and the sordid. Emphasizes the nature of the ethical

choices and value systems and the extent to which these are adequately represented or oversimplified and distorted by films. 4 SH.

### FILM:210 Film and Literature.

A study of films based upon literary works and their cinematic adaptations. Stresses an understanding of the relative criteria of artistic form for film and literature and problems of translating the written word into visual images, techniques of narration and questions of verisimilitude. 4 SH.

### FILM:220 International Film.

An interdisciplinary study of outstanding foreign films as works of art and cultural artifacts. Stresses film theories and criticism, as well as the appreciation of foreign films as creative exemplifications of national mores and culture. Includes particular attention to the work of distinguished directors such as Eisenstein, Lang, Renoir, Bunuel, Fellini, Kurosawa and Bergman. 4 SH. CC: *Artistic Expression*.

### FILM:230 American Film and Culture.

An interdisciplinary study of American film as an art, industry and cultural phenomenon. Stresses the history and aesthetics of American cinema, as well as the interaction between the American film industry and major events in U.S. history from 1895 to present. 4 SH.

### FILM:300 Film Seminar.

Intensive study of advanced or specialized areas in film and its relation to the humanities and fine arts. Subjects vary and may include Imagination and the Artist, Film Theory and Criticism, studies in national cinema, individual artists, and film-based study of historical phenomenon. May be repeated with permission of the Film Institute coordinator. 4 SH.

# Health Care Studies

Director: Reichard-Brown

## Learning goals:

- The student will be able to assess career options and make informed choices about which are the best for him or her given his or her interests and abilities.
- The student should be able to describe the nature of the health care system.
- The student should understand the impact of health care delivery on individuals and communities worldwide.
- The student should develop an appropriate knowledge base of key biomedical subjects related to the health care professions.

Our creatively designed minor addresses the needs of very goal-oriented prehealth professional students, as well as serving as a means for undecided students to explore health care career options. Both tracks require 24 credits of coursework and two separate 40-hour internships, which each carry one credit.

As the largest interdisciplinary minor on campus, this program attracts students from many academic majors, including biochemistry, biology, business, communications, computer science, music and music education, neuroscience, psychology, Spanish and sociology. The interactions of students from such varying academic backgrounds enrich the experiences of all the students and contribute to their ability to view a topic from multiple perspectives. The intentional choice to create this program as a minor ensures that while students will receive recognition for this body of work, they are not locked into a professional track and are free to alter their career plans.

## Health Care Studies Minor Graduate Prerequisite Program.

The minor requires 24 semester hours, including four-semester-hour courses HLCR:301 Human Anatomy, HLCR:302 Human Physiology, HLCR:370 Human Health and Disease and PHIL:224 Bioethics and a two-semester-hour course HLCR:080 The Business of Health Care. Students also take a four-semester-hour elective course to be chosen from one of the following: BIOL:157 The Biology of Women; BIOL:320 Exercise and Extreme Physiology; BIOL:440 Behavioral Neuroendocrinology; BIOL:441 Behavioral Neuroendocrinology Lab; BIOL:560 Interdisciplinary Explorations in Biology when the topic being taught is either Human Parasites or Teratology; CHEM:300 Medicinal Chemistry; CHEM:300 Forensic Chemistry; CHEM:426 The Biochemistry of Proteins and Enzymes; CHEM:427 Biochemistry of Proteins and Enzymes Lab; PSYC:242 Health Psychology; PSYC:320 Abnormal Psychology; PSYC:342 Behavioral Neuroscience; RELI:305 Topics in Religion, with Issues at the End of Life as the topic; HIST:323 History of American Medicine; HIST:390 History of Medicine; or another four-semester-hour course based upon the students' interests,

with approval of the health care studies director. Two one-semester 40-hour minimum internship experiences, which may be completed outside of the academic year, are also required. This minor is designed for students who plan on entering graduate programs that require Human Anatomy as a prerequisite course. These fields include but are not limited to: physical therapy, physician's assistant, optometry, occupational therapy, accelerated nursing programs and other allied health careers. The minimum GPA for enrolling in the graduate prerequisite track is 3.30.

**Health Care Studies Minor Explorations Program.** The minor requires 24 semester hours, including three four-semester-hour courses HLCR:302 Human Physiology, HLCR:370 Human Health and Disease and PHIL:224 Bioethics and a two-semester-hour course HLCR:080 The Business of Health Care. Students also take two four-semester-hour elective courses to be chosen from one of the following: BIOL:157 The Biology of Women; BIOL:320 Exercise and Extreme Physiology; BIOL:440 Behavioral Neuroendocrinology; BIOL:441 Behavioral Neuroendocrinology Lab; BIOL:560 Interdisciplinary Explorations in Biology when the topic is either Human Parasites or Teratology; CHEM:300 Medicinal Chemistry; CHEM:300 Forensic Chemistry; CHEM:426 The Biochemistry of Proteins and Enzymes; CHEM:427 Biochemistry of Proteins and Enzymes Lab; PSYC:242 Health Psychology; PSYC:320 Abnormal Psychology; PSYC:342 Behavioral Neuroscience; RELI:305 Topics in Religion, with Issues at the End of Life as the topic; HIST:323 History of American Medicine; HIST:390 History of Medicine; or another four-semester-hour course based upon the students' interests, with approval of the health care studies director. Two one-semester-hour 40-hour minimum internship experiences, which may be completed outside of the academic year, are also required. Students enrolled in the explorations program of the health care studies minor may take HLCR:301 Human Anatomy as one of their four-semester-hour classes on a space-available basis.

## Health Care Studies Courses

### HLCR:080 The Business of Health Care.

This course considers the effects of social influences and business practices as they apply to health care professions. Through application of theoretical concepts and use of case examples, this course introduces students to a variety of topics in the business of health care. Possible topics include historical and social influences on health care and its delivery; developments in health insurance, including the rise of HMOs; organizational mission and performance objectives; accounting practices; marketing principles and competitive factors; alternative organizational structures; personnel management, including staffing, training and diversity; and managing for organizational change. 2 SH.

**HLCR:301 Human Anatomy.**

This course examines the major organ systems of the human body with an emphasis on structure as it influences function. It is designed to fulfill the entrance requirements of several health fields' postbaccalaureate and graduate training programs. The course is taught in a workshop format with the laboratory integrated into the lecture topics. Included in this workshop are hands-on study of the human skeleton, intensive dissection of the cat and dissection of other pertinent mammalian organs. Students will be required to identify most of the major mammalian anatomical systems and their detailed structures using either human models, isolated mammal organs or a dissected cat. Included in the course will be a discussion of some of the pathologies associated with human anatomy. This course cannot be used as a substitute for those courses in other programs that require cadaver dissection. Prerequisite: BIOL:101 or BIOL:102 or instructor's permission. *3 lecture hours, 3 laboratory hours. 4 SH.*

**HLCR:302 Human Physiology.**

This class focuses on the complex functioning of the individual organ systems of the body and how changing function may influence or be influenced by structure. The integrated interactions of each organ system with other body systems will be studied in detail within the contextual framework of maintaining homeostasis. Laboratory studies encompass many aspects of physiology, ranging from cell physiology to using humans as experimental subjects. Prerequisite: BIOL:101 or BIOL:102 or instructor's permission. *3 lecture hours, 3 laboratory hours. 4 SH.*

**HLCR:305 Eastern and Western Health Care.**

This course presents an interdisciplinary approach to understanding health care in two different cultures and how those different approaches are currently being integrated in the new field of complementary and alternative medicine. Theories and practices from traditional Chinese medicine and the biomedical model will be reviewed from the integrated perspectives of three disciplines: biology, business and health psychology. Further, given the intricate relationships between health care, economics and finance, consideration of health care economics will be integrated throughout the course. Prerequisite: Junior standing. *4 SH. CC: Interdisciplinary*

**HLCR:370 Human Health and Disease.**

This capstone course builds on the prerequisite courses in Human Anatomy and Human Physiology by focusing on select mechanisms and how they affect homeostasis and thereby create varying states of human health. These processes will be contrasted with pathological processes involved in the development of human disease. An organ system approach will be used to facilitate the study of pathology, pathophysiology and organic disease states. In addition, this course also addresses the psychological, social and cultural impact of disease and the disease process on patients, their families and their community. It is most beneficial if Bioethics and the Business of Health Care

have been taken before this course. This class is not intended to take the place of a formal pathology course as may be required by specific professional programs. Prerequisites: Junior standing and HLCR:302 to be taken prior to or simultaneously with HLCR:370. *4 SH. CC: Interdisciplinary, Oral Intensive.*

**HLCR:400 Independent Study in Health Care.**

Study of a particular topic in health care under the guidance of an appropriate faculty member. *1-4 SH.*

**HLCR:500 Health Care Internship.**

A minimum of 40 hours of experience is required for each internship. Students may arrange for an internship from a wide range of health care disciplines and clinical settings, depending upon their interests. Typical settings include hospital or clinic-based practice, private practice, public health areas and service-learning opportunities. Internship experiences may range from strictly observational to more hands on, depending upon the actual internship. Students must apply through the Office of the Registrar and submit a Student Learning Contract before beginning their internship. *1 SH.*

# History

## History Faculty

**Professor and University Provost Linda A. McMillin** earned a Ph.D. from the University of California, Los Angeles. She specializes in medieval history, with focused research on religious women in the 12th and 13th centuries. She teaches social, cultural and economic history of Europe between 800 and 1700 and women's studies. She has authored more than 20 articles, in both English and Spanish, and edited two books, *A New Academic Compact: Re-visioning the Relationship Between Faculty and Their Institutions* with Jerry Berberet (Anker Press, 2002) and *Hrotsvit of Gandersheim: Contexts, Identities, Affinities and Performances* with Katharina Wilson and Phyllis Brown (Toronto University Press, 2004).

**Associate Professor Catherine Cymone Fourshey** holds a Ph.D. from the University of California, Los Angeles. Her teaching and research interests include precolonial African institutions of hospitality, Indian Ocean trade, identity and ethnicity in Africa, healing systems, gender, and postcolonial politics in East Africa. She is completing a book, *Strangers, Immigrants, and the Established: Hospitality as State Building Mechanism in Southwest Tanzania 300-1900CE*. Fourshey also is co-authoring a book titled *Bantu Africa*, which will be available in 2015. She served as the Africa consulting editor for *Great Events from History: The Middle Ages* (2005).

**Associate Professor David Imhoof**, department head, holds a Ph.D. from The University of Texas. He teaches courses on modern European, German and cultural history, as well as the Holocaust. His research studies the relationship between politics and cultural activities in 20th century Germany. He is the author of *Becoming a Nazi Town: Cultural Life in Göttingen Between the World Wars* (University of Michigan, 2013), as well as articles on guns, opera, movies and sports. He is currently co-editing collections on German Sound Studies and the idea of the "total work of art" and is writing a history of the German recording industry. Imhoof also directs Susquehanna's GO Austria short-term study-abroad program.

**Associate Professor Edward Slavishak** holds a Ph.D. from the University of North Carolina at Chapel Hill. He teaches classes on United States history since the late 19th century. His research interests include the history of travel, leisure and work. He is author of *Bodies of Work; Civic Display and Labor in Industrial Pittsburgh* (2008) and is currently writing a book on the nature of expertise in the Appalachian Mountains.

**Associate Professor Karol K. Weaver** earned a Ph.D. from The Pennsylvania State University. She offers courses on American history, women's history and the history of medicine. Her research focuses on the history of medicine. She has written

articles on midwifery, infanticide, enslaved healers and powwowing. Her book, *Medical Revolutionaries: The Enslaved Healers of Eighteenth-Century Saint Domingue*, was published in 2006, and her book, *Medical Caregiving and Identity in Pennsylvania's Anthracite Region, 1880-2000*, appeared in 2011.

**Assistant Professor Lisong Liu** earned a Bachelor of Arts from Wuhan University in China and a Ph.D. from the University of Minnesota. He offers courses on Asian history and Asian American history. His research interests include Chinese diasporas, U.S.-China relations, race and ethnicity, and global and comparative migrations. He has published on Chinese migration laws and returning Chinese professional migrants. He is currently working on his book manuscript on Chinese student and professional migration to the United States and their transnational communities and identities.

**Assistant Professor María L. Olin Muñoz** holds a Ph.D. from the University of Arizona. She offers courses in colonial and modern Latin America. Her research interests include constructions of ethnicity and race, identity formation, citizenship, the nation and social movements. The University of Arizona Press published her co-edited volume, *Populism in 20th Century Mexico: The Presidencies of Lázaro Cárdenas and Luis Echeverría*, in 2010. She has published chapters on and is revising a book on indigenous mobilizations in Mexico after World War II.

## History Studies

Students of history learn, above all, the skills of the historian—to read, analyze and express themselves well. They study the past to learn from it *and* to prepare for a variety of future careers. While students focus on a variety of subjects (culture, military, gender, race, politics) or a specific geographic region in their major, they leave here with a broad, international perspective on history. The major is flexible and works well with other majors and minors. It also offers students the ability to study abroad.

### Learning goals:

- Research, write and present a senior project following professional guidelines.
- Present and defend a historical argument in a public setting.
- Prepare a career-planning portfolio.
- Participate in at least one off-campus co-curricular activity in which students demonstrate connections to their study of history.

**Requirements for the History Major** reflect the commitment to history as a way of knowing and thinking about the world.

*Breadth* courses (survey classes at the 100 level) focus on (a) the scope of civilization, usually in separate geographical areas, and (b) teaching students how to think like historians. They introduce students to broad developments while also using

specific historical material to help students draw conclusions about these larger trends.

*Depth* courses are upper-division classes (200 or 300 level) that focus on more specific topics in a specific area or smaller thematic framework. These classes ask students to compare historical material and the arguments of other historians in order to craft their own conclusions about the past.

A *methodology* course, History Methods, taken in the sophomore year, teaches students the specific skills of the historian. This class then helps students learn to explain their analyses better in verbal and written form, with an eye toward the senior thesis.

Collective Inquiry in History, taken in the junior year, continues to teach students the skills of the historian and prepares them for their senior thesis.

Finally, in Senior Seminar, majors carry out detailed research on a topic of their choice and work one-on-one with a faculty adviser to write their senior thesis that is the capstone of their work as history majors.

In all three of these courses for majors, students spend time working on career plans (creating resumes, interviewing, discussing various career paths) and learning to explain the value of their history major.

Two more upper-division classes are required, at least one of which must focus on Asian, African or Latin American history.

The history major completes at least 40 semester hours in history, with grades of C- or better, and four semester hours in a related field outside of the major. Students must maintain a 2.00 GPA in their major courses. In summary, the major consists of the following courses:

semester hours

- 12 *Breadth* courses: three survey courses, each in a different geographic area, chosen from the following:
  - 4 Africa (HIST:171 or HIST:172)
  - 4 Asia (HIST:151 or HIST:152)
  - 4 Europe (HIST:131 or HIST:132)
  - 4 Latin America (HIST:180 or HIST:181)
  - 4 United States (HIST:111 or HIST:112)
- 8 *Depth* courses: two history courses at the 200 and 300 level, related by geography, chronology or topic
- 4 Course in a cognate field complementing the depth courses
  - 4 HIST:300 History Methods
  - 4 Another history course at the 300 level
  - 4 One course at the 200 or 300 level in a geographic area other than U.S. or European History
  - 4 HIST:401 Collective Inquiry in History
  - 4 HIST:410 Seminar or HIST:501 Independent Study

Transfer, AP or study abroad classes may apply to the major.

**The Minor in History** is designed to enhance nonmajors' interest in history; it consists of 20 hours or five classes. Students take two breadth (100 level) courses from different geographical areas, two depth (200 or 300 level) courses with a specific emphasis (e.g., a certain area of the world or a particular theme) and one more depth course of their choice. Students must earn a grade of at least C- in courses for the minor. Transfer, AP or study abroad classes may apply to the minor.

**Honors.** Students may earn departmental honors by obtaining at least a 3.50 overall GPA and completing a senior research project deemed outstanding by members of the department.

**Teacher Certification.** Each year some Susquehanna history graduates go on to teach history in grades 7-12. Students follow the regular history major program and complete the required education courses to earn secondary-level social studies certification. Further information on certification is available in the education requirements section on page 74.

## History Courses

### **HIST:111 United States History to 1877.**

Covers the emergence of an independent American state, the development of a distinctively American society and culture, the conflict over states' rights and slavery, and the Civil War. Considers changes in the lives of diverse American peoples. 4 SH. CC: *Historical Perspectives*.

### **HIST:112 United States History Since 1877.**

Considers industrialization, immigration, domestic politics, foreign relations and changing definitions of citizenship in the United States since the late 19th century. 4 SH. CC: *Historical Perspectives, Diversity Intensive*.

### **HIST:131 Europe 800-1648.**

European history from about 800 to the middle of the 17th century. Pays particular attention to major epochs during this lengthy period—medieval, Renaissance, Reformation. 4 SH. CC: *Historical Perspectives, Team Intensive*.

### **HIST:132 Europe, 1648–Present.**

Modern Europe from the dawn of science and Enlightenment thought to the end of communism and after. Focuses on political, intellectual, cultural and social developments, showing the ways in which ideas shaped people's daily lives. Pays special attention to the human impact of the modern state's development, as well as industrialization, empire building, modernism, world war and genocide. 4 SH. CC: *Historical Perspectives*.

### **HIST:151 Traditional East Asia.**

An introduction to the civilization of East Asia from earliest times to the 17th century, surveying major political, social and cultural developments in China, Japan and Korea. Special attention is given to the origins and the evolution of civilizations;

the relationship between state, society and religion; and the writing of history. The course provides students with a better understanding of different cultures, to awaken them to world developments and to encourage cross-cultural analysis and appreciation. 4 SH. CC: *Historical Perspectives*.

**HIST:152 Modern East Asia.**

A survey course that introduces the foundation and development of modern East Asia from the 17th century to the present. It emphasizes the transformation of political and economic institutions and the social and cultural trends of modern China, Japan, Korea and Vietnam. It studies how international diplomatic, commercial, military, religious and cultural relationships joined with internal processes to direct the development of East Asian societies. 4 SH. CC: *Historical Perspectives*.

**HIST:171 African Civilization.**

Survey of key developments in early African history from the agricultural revolution to the advent of trade with Western Europe. This course covers the topics of technology, economy, politics, constructions of gender and religious institutions between circa 16,000 B.C.E. up to 1,400 C.E. 4 SH. CC: *Historical Perspectives*.

**HIST:172 Early Modern Africa.**

An examination of the processes of change that have led to modern political, economic and social institutions in Africa. Topics include the analysis of the historical development of urbanization, state formation, the slave trade, monetary systems and leisure culture. This course focuses on issues of continuity and change between 1400 and the present. The central questions addressed are: How have African communities viewed modernity? and How have different people endeavored to create a modern Africa? 4 SH. CC: *Historical Perspectives, Team Intensive*.

**HIST:180 Latin America, 1492–1825.**

An examination of Latin America from pre-Columbian times to independence. Traces developments fundamental to the establishment of colonial rule, the formation of colonial society and the origins of the independence movements in Spanish America and Brazil. Topics include contact period, the cultural and political assimilation and resistance of indigenous and African peoples, the role of the church, government and economic systems in colonial organization. 4 SH. CC: *Diversity Intensive, Historical Perspectives*.

**HIST:181 Latin America 1825–Present.**

Study of Latin America from the era of independence to the present. Focuses on Latin America and the global economy; revolutions and their consequences; ethnic, cultural and socio-economic diversity of the region; the relationship between the U.S. and Latin American nations; and changing politics of citizenship. 4 SH. CC: *Diversity Intensive, Historical Perspectives*.

**HIST:215 The Civil War in the American Experience.**

This course considers the Civil War in its economic, political and cultural contexts. Students focus on the war as a human struggle with roots in racial, class, gender and regional identities. The course also emphasizes historians' debates about causes and consequences. Prerequisite: 100-level history course or instructor's permission. 4 SH.

**HIST:217 Contemporary America, 1945–Present.**

Analyzes the United States during the Cold War, the Civil Rights era, the war in Vietnam, the period of deindustrialization, and into the 1980s and 1990s. Focus is on social/cultural history and the theories with which historians explain the past. Prerequisite: 100-level history course or instructor's permission. 4 SH.

**HIST:218 Work and Play in the U.S.A.**

This course examines the connections between the history of labor and leisure in the United States from the early 19th century to the late 20th century. Particular emphasis is placed on social and cultural analysis of labor and leisure systems. Students read several historical case studies and synthesize course material in an original research project on a topic of their choosing. Prerequisite: 100-level history course or instructor's permission. 4 SH.

**HIST:226 Soviet and Russian Politics.**

Looks at Russian and Soviet politics and foreign policy. The Soviet Union is examined, with particular emphasis on the policies of Gorbachev and the 1991 disintegration of the U.S.S.R. The post-Soviet period is also studied, especially the challenges of democratization and of moving toward a market economy. While primary attention is paid to the situation in Russia, issues in other former Soviet republics and Eastern Europe are discussed. Same as POLI:226. 4 SH.

**HIST:258 Modern China.**

A history of China from the fall of the last imperial dynasty to the People's Republic. It covers the major political events and revolutions, such as the Opium War, the Republican revolution and the Communist revolution. It also emphasizes the social and cultural lives of various human actors and social institutions, such as peasants, workers, women, ethnic minorities, migrants within and beyond China, educational system, and nationality laws. It explores such questions as what is Chineseness and what modernity means to different people at different times. It also studies China as an integral part of world history. Prerequisite: 100-level history course or instructor's permission. 4 SH. CC: *Diversity*.

**HIST:300 History Methods.**

A study of the research methods employed by historians: searching for sources with electronic and published retrieval systems, annotated bibliographies, and methods of citation. A consideration of epistemological issues, such as fact, truth, inference and synthesis. Completion of a historiographical essay, a short research project and other writing in order to build and

refine skills. History Methods is a critical course in the professional development of historians; therefore, the intended audience is history majors and minors. Prerequisite: 100-level history course. 4 SH. CC: *Ethics Intensive, Writing Intensive*.

### **HIST:313 Social History of the United States.**

Studies the changing group setting for individual Americans, including family, community and class and race/ethnicity, with a dual focus on popular culture and the process of industrialization/urbanization. Also examines historians' models of social change. Prerequisite: 100-level history course or instructor's permission. 4 SH.

### **HIST:314 African-American History.**

Surveys the experience of African-Americans from the origins of slavery to the long civil rights movement. Considers the nature of African-American agency and its limitations. Prerequisite: 100-level history course or instructor's permission. 4 SH. CC: *Diversity Intensive*.

### **HIST:316 Making a Multicultural United States.**

This course examines United States history through the lens of ethnic and racial interplay. Students consider the experiences of a diverse set of historical actors, emphasizing shifting definitions of national identity, citizenship and opportunity in America. Prerequisite: 100-level history course or instructor's permission. 4 SH. CC: *Diversity Intensive*.

### **HIST:321 European Union.**

Examines the post-World War II development, institutional structure and policies of the European Union and its predecessors in the movement toward European integration, with a special emphasis on the current situation. Same as POLI:321. 4 SH.

### **HIST:322 Pennsylvania History.**

An examination of the history and government of Pennsylvania. In addition to analyzing political developments and the structure of the state constitution, students consider the experiences of a diverse set of historical actors who co-existed from the colonial period to the late 20th century. The course emphasizes the ways in which these groups interacted, as well as the means by which individuals made sense of such widespread changes as industrialization, demographic shifts and urbanization. Prerequisite: 100-level history course or instructor's permission. 4 SH.

### **HIST:323 History of American Medicine.**

An analysis of the history of American medicine from the colonial period to today. In addition to studying professional medical practice, the class investigates the following topics: Native American medicine, enslaved healers, alternative medical practices, gender and medicine, race and medicine, class and medicine, and disease. Using both primary and secondary sources, students analyze several important questions: What is medicine? What is disease? How did race, gender and class affect

American medical care? How has medicine changed or stayed the same over time? What is unique about American medicine? Prior knowledge of medicine or American history is not required. 4 SH. CC: *Diversity Intensive*.

### **HIST:330 The Middle Ages.**

Focuses on the social, economic and intellectual changes and developments during the time of enormous creativity and transition from the 9th to the 14th centuries. Examines the social and intellectual synthesis of the medieval period as an essential link between the classical and modern worlds. Prerequisite: 100-level history course or instructor's permission. 4 SH.

### **HIST:335 Muslims, Christians and Jews in Medieval Spain.**

This course will examine the lives of Muslims, Christians and Jews who lived in the Iberian Peninsula, at times under Muslim rule and at times under Christian domination, during the 8th to the 15th centuries. We will explore the distinctive religious thought and practices of each group while noting the theological and traditional connections among the "Peoples of the Book." We will also investigate the idea of "convivencia" as a way to understand the living together of these three groups, which resulted in significant cultural, philosophical and artistic collaboration and achievement and horrifying persecutions, cruelty and slaughter. Prerequisite: Sophomore standing. 4 SH. CC: *Diversity Intensive, Interdisciplinary*.

### **HIST:338 The Holocaust.**

Examines the origins, implementation and consequences of the Nazi program of mass murder over the course of the 20th century. Students study various primary and secondary sources of the Holocaust and consider the lasting impact of how we represent and remember these events. Prerequisite: 100-level history course or instructor's permission. Same as JWST:338. 4 SH.

### **HIST:361 Global Migrations in Modern World History.**

A study of migration in the modern world from historical and comparative perspectives. It examines major migrations across national boundaries and their connections in the global context. It compares migrants in the United States with those living and working in Latin America, Africa, Europe and Asia. It addresses important themes such as colonialism, imperialism, racism, war and migration, gender and migration, and so on. 4 SH. CC: *Diversity Intensive*.

### **HIST:370 American Women.**

This course traces the history of American women from the 17th through the 21st centuries. It considers the history of American women in relation to gender, race, ethnicity, class, sexual orientation and religion. Same as WMST:370. 4 SH.

### **HIST:375 Piracy.**

Pirates have long been a fear and fascination of communities mythologized in popular culture. From literature to film to music and even fashion, pirates are a favorite inspiration. In this course

we examine, from several philosophical and cultural perspectives, piracy in its various forms. We also examine how several disciplines have approached and/or defined the subject; the disciplines include history, anthropology, law, literature and art. Prerequisites: Sophomore standing and one of the following: ANTH:162, a 100-level history course, a 100-level philosophy or religious studies course, a 100-level political science course, or a 100- or 200-level economics course. 4 SH. CC: *Interdisciplinary*.

#### **HIST:376 Race and Nation in Modern Latin America.**

This course examines the role of the idea of race in the formation of the modern nation-state in Latin America during the 19th and 20th centuries. It examines how racial ideologies and constructions shaped the forging of national identity and the ways that ideas regarding citizenship were constantly challenged and redefined by government officials and racial/ethnic groups after independence. The course also examines how ideas about race, ethnicity, gender and nation not only shaped the course of the region's history but also the lives of ordinary people. 4 SH. CC: *Writing Intensive*.

#### **HIST:381 Film and History.**

This interdisciplinary course unites film studies and history as a way to understand two things: the ways that film functions as history and the ways we use film to consider history. Using films therefore as primary and secondary sources, it will analyze one epoch in detail. Students will use the tools of the historian to study film and the tools of the film scholar to analyze film's function in shaping perspectives on history. Prerequisites: Sophomore standing and either one course in history or one course in film. 4 SH. CC: *Interdisciplinary*.

#### **HIST:383 Popular Music and History in the 20th Century.**

Merging the study of music and history, this interdisciplinary class offers a unique way to understand people's lives in Europe and the United States in the 20th century. The focus on popular music, in particular, looks at recorded music, which helps minimize differences in students' abilities to read and analyze music. Prerequisites: Sophomore standing and either a 100-level history or 100-level music course (ideally both), or instructor's permission. 4 SH. CC: *Interdisciplinary*.

#### **HIST:389 Enlightenment and Revolution.**

This seminar traces the history of the Enlightenment and French Revolution from a comparative perspective. Using and analyzing secondary and primary sources, the class will explore various themes related to the Enlightenment, including the importance of science, the role women played, the rise of print culture, and the impact of the philosophes. In the second half of the semester, the class will turn its attention to the French Revolution, revolution in the French colonies, and how Americans viewed the Revolution. 4 SH. CC: *Diversity*.

#### **HIST:390 Topics in History.**

Topics vary according to instructor. Recent topics included film and history, African diaspora, intellectual history of Europe,

Islam in Africa, Indian Ocean history, Latin American revolutions, American women and global migrations. Prerequisite: Completion of at least one history course or instructor's permission. 4 SH. CC: *Diversity when the topic is Asian American History: 1850-Present*.

#### **HIST:401 Collective Inquiry in History.**

Collective work that bridges the courses History Methods and Seminar in History and helps students construct their senior thesis topic. Also emphasizes editing, publishing, Web work and attention to career choices. Prerequisite: HIST:300 or instructor's permission. 3-4 SH. CC: *Team Intensive*.

#### **HIST:408 Readings in History.**

Directed readings in a specific topic in the field, most often in preparation for the senior seminar. Prerequisite: HIST:300 or instructor's permission. 1-4 SH.

#### **HIST:410 Seminar in History.**

The capstone course that brings together students' work in various classes, employing especially their research, analytical, interpretative, communication and writing skills. Students create a substantial research project in conjunction with a faculty member and present their work publicly. Required for history majors. Prerequisite: HIST:300 or instructor's permission. 4 SH. *Capstone*. CC: *Oral Intensive, Writing Intensive*.

#### **HIST:420 Internship in History.**

Supervised work in fields related to history, including museum work, publishing and editing, historic site surveys, and other activities in public history. Not for Central Curriculum credit. *Variable credit up to 8 SH*.

#### **HIST:501 Independent Study.**

Detailed exploration of a selected historical period, topic or problem under a faculty member's direction. Involves either a reading program or a major research paper. Open to all majors. Prerequisite: Department permission. *Variable credit*.

#### **HIST:502 Honors Conference.**

Writing a thesis under the personal supervision of a department member. 4 SH.

# Honors Program

Director: Ramsaran

Associate Director: Winans

**The Faculty.** Honors Program faculty, selected from many disciplines and departments, are committed to fostering a diverse and challenging intellectual community for the university.

**Curriculum.** Students typically enroll in one Honors course during each of their eight semesters at Susquehanna. Students must earn a grade of C- or better in all Honors Program courses; a grade of B- or better is required to earn credit for HONS:500.

Students participating in the Honors Program **must maintain an overall grade point average of 3.40** during each semester at Susquehanna. If a student earns any grade below a C- in any Honors-designated course, the student, at the discretion of the director, may be removed automatically from the Honors Program. The director of the program reviews students' GPAs at the end of each semester. If an Honors student's GPA falls below the 3.40 level, the student will receive a **warning letter from the director of the program**. After a second semester below a 3.40 level GPA, the student is dismissed from the program. Copies of the warning and dismissal will be on file with the registrar and the student's adviser.

During the first year, students enroll in HONS:100 Thought, which focuses on ideas and their expression, and HONS:200 Thought and Civilization, an interdisciplinary look at literature and cultures. In their sophomore year, students select either HONS:240 Thought and Social Diversity or HONS:250 Thought and the Natural Sciences, which offer cross-disciplinary approaches. Each of these courses satisfies requirements in the Central Curriculum. Sophomore Honors students also enroll in HONS:290 Sophomore Essay, in which they write and present a research-supported essay on a self-designed topic. This experience offers students an opportunity to work one-on-one with faculty early in their undergraduate careers.

As juniors and seniors, students select eight semester hours from a series of 300-level Honors seminars that serve as especially interesting and challenging electives. As seniors, they enroll in HONS:400, the Honors Program capstone course, and they each conduct an independent research project (HONS:500).

## Honors Courses

### HONS:100 Thought.

A study of ideas and their expression, this course examines how we learn, what constitutes serious thought within various disciplines and how we distinguish knowledge from opinion or belief. Through analysis of traditional and contemporary paradigms of thought and by means of individual practice, students investigate how hypotheses are formed, how assertions

are made and how thinkers arrive at coherent statements. 4 SH. CC: *Writing and Thinking*.

### HONS:200 Thought and Civilization.

An introduction to Western thought, emphasizing how thinkers resist or assimilate tradition. Philosophical, historical, religious and literary texts and other forms of art are examined in the light of unifying themes. 4 SH. CC: *Literary Expression*.

### HONS:240 Thought and Social Diversity.

A diversity course in the context of an issue of substantial concern to individuals and society. Each year an issue is identified, and its historical, psychological, social, political, economic and/or ethical elements are explored. Students are introduced to the concepts and methods of the social sciences, read primary sources within several disciplines and learn in a highly participatory classroom environment. 4 SH. CC: *Diversity Intensive, Social Interactions, Writing Intensive*.

### HONS:250 Thought and the Natural Sciences.

A history and philosophy of science course with a laboratory, focusing on science as a human activity. Through an examination of methods, explanations, limitations and applications of science, the student is given sufficient background to be able to recognize attributes of true science, pseudoscience and technology. In addition, the course introduces the student to the complexity of ethical, political and sociological issues that are the products of science and technology. The laboratory component of the course will include field trips and experiments to reinforce the student's concept of how scientific information is obtained and utilized. Although examples from biology, chemistry, earth and environmental sciences, and physics are used to illustrate the nature of science and how it changes, this course is not designed as an introduction to those disciplines. Rather, it is a general science course that attempts to demonstrate some trends in science and how a scientist works. Prerequisite: Sophomore standing. 4 SH. CC: *Interdisciplinary, Scientific Explanations, Writing Intensive, Team Intensive*.

### HONS:290 Sophomore Essay.

Students research and write about a subject of their choice, under the guidance of a faculty sponsor. The essay addresses an original thesis formulated by the student, emerging from a semester of research and reflection. Students use this project to develop and integrate knowledge gained in previous academic work or they elect to investigate new subjects. HONS:290 is convened by the Honors Program director or associate director and one of the university's professional librarians. It provides support for essay students. Students must enroll in HONS:290 and complete an essay in either the fall or spring term of the sophomore year in order to remain members of the Honors Program. 2 SH. CC: *Writing Intensive*.

**HONS:400 Senior Capstone Seminar**

This course serves as the capstone course for the university Honors Program. Students will be asked to reflect on their experience as a Susquehanna University scholar and create their own legacy to the Honors Program. Students are expected to explore their futures as Susquehanna University alumni, both on an intellectual and personal level. The Honors Colloquium course highlights our students' work and contributions to the Susquehanna University community. Students are expected to share scholarly expertise, engage in critical thinking and conduct a project that impacts the Susquehanna University campus community in a way that is both positive and uniquely reflective of the Honors Program. *2 SH. Capstone.*

**HONS:500 Senior Honors Research.**

The senior research project represents the integration of work done in a variety of courses. Normally the capstone course (seminar, colloquium, internship or independent study) in the department of the student's major field, senior research fosters the ability to formulate a research problem and pursue its study to a satisfactory conclusion. The research should reflect the qualities that the Honors Program is intended to nurture: sound independence of judgment, clarity and felicity in verbal expression, and an appreciation of the interdependence of knowledge acquired from a diversity of disciplines. *0 SH.*

# International Studies

Director: Kesgin

**International Studies Major.** International studies is an interdisciplinary major that combines several fields of study to develop the knowledge and skills to approach challenges and devise responses through a multifaceted and holistic methodology. While there are several distinct focus areas, the common link in the international studies education is the global perspective used to address social, cultural, economic, political and scientific issues and the interdisciplinary approach to tackling large-scale subjects of concern that cross national boundaries.

**Off-Campus Study Opportunities.** Students majoring in international studies are required to participate in an off-campus international experience, and those who minor in the program are strongly encouraged to do so. Whether domestic or abroad, programs appropriate for international studies students include but are not limited to those that expose participants to conflict resolution, international organizations, sustainable development, public health and diplomatic work in the transnational arena. In recent years, international studies students have traveled to countries such as the United Kingdom, Senegal, India, Jordan, France, Australia, Tanzania, Germany, Turkey, Austria, Japan, Costa Rica, The Gambia and China. Others have done their off-campus internationally focused educational experience domestically. Washington semester programs and United Nations programs in New York offer opportunities for international studies students to integrate study of international issues with internships.

**Internships.** Because it is critical to gaining professional opportunities and placement post graduation, students are strongly encouraged to pursue internships in the wide field of international studies. International studies majors have interned while abroad in France, Austria, Senegal, India, Britain and other locations. Others have interned domestically in the field. The program adviser works with students to identify internship opportunities.

## Learning goals:

- Students will possess factual knowledge and in-depth understanding of focus area.
- Students will be able to compare diverse theories, apply theories to individual cases, critique their own work, frame research questions and critically read scholarly work.
- Students will develop strong research skills.
- Students will understand global diversity of populations and societies, as well as the political, social and economic effects of those differences.

- Based on their international experiences, students will understand the breadth of human interactions, and that problems often elicit complex, conflicting and ambiguous responses.

## Requirements for the International Studies Major.

International studies majors must complete a minimum of 46-48 semester hours of approved coursework in the major, all with grades of C- or better and an overall average of at least 2.00 in courses for the major. No more than 16 semester hours in the major may be taken at the 100 level, and at least 14 semester hours must be taken at or above the 300 level. No more than eight semester hours may be double-counted between the international studies major and any other major or minor. All majors must take INTD:201 International Studies Theory and Practice.

All international studies majors must complete the 202 level of a relevant foreign language.

All majors must take a capstone course in a relevant department. Some departments, such as anthropology/sociology, history and political science, require the research methods preparation courses the year before the capstone. The preparation courses may also have prerequisites that should be taken in advance of the methods course. Students should begin planning their capstone path during their senior year.

Students in the major must engage in an off-campus, internationally focused educational experience, preferably consisting of a semester or year abroad. Shorter-term experiences, such as focus programs offered by Susquehanna University or an internship with an international-based organization, also qualify when approved by the adviser.

All majors maintain a cumulative **portfolio** of their academic work in international studies. Materials in the portfolio include research papers, essays or other assignments representative of the student's work; a resume; and other relevant materials evidencing the student's academic performance and growth. The portfolio is to be updated each semester in accordance with program requirements.

**Honors.** To graduate with honors, international studies majors must do the following:

- Maintain a minimum GPA of 3.50 in the program and 3.25 overall,
- Request admission to the program at the beginning of the senior seminar/capstone course, and
- Complete and publicly present an honors-quality project in the spring of their senior year.

**Focus Areas.** Students choose one of seven focus areas for the international studies major: European studies, Asian studies, developing world studies, diplomacy, comparative cultural studies, sustainable development, and international trade and

development. Course requirements vary, depending on the focus area.

semester hours

46–48 **European Studies, Asian Studies or Developing World Studies**

(Developing World Studies includes courses related to Latin America, Africa or the Middle East. Students are encouraged to focus on one of the three regions.)

- 4 INTD:201 International Studies Theory and Practice
- 4 POLI:121 Comparative Government and Politics
- 8 Relevant history (two courses)
- 4 Relevant upper-level political science course(s) with substantial content on relevant region
- 4 Relevant religious studies/philosophy
- 8 Relevant literature/art/film (two courses)
- 12 Relevant electives (three courses)
- 2–4 Senior seminar/capstone

Completion of 202 level of applicable language. **European studies:** French, Spanish, German; other languages with approval. **Asian studies:** Chinese, French; other languages with approval. **Developing world studies:** Spanish for Latin American focus; French for African focus; other languages with approval.

semester hours

46–48 **Diplomacy**

- 4 INTD:201 International Studies Theory and Practice
- 4 POLI:131 World Affairs or POLI:133 World Affairs: Statecraft
- 4 POLI:121 Comparative Government and Politics
- 8 Non-U.S. history (two courses)
- 4 Non-U.S. literature
- 4 Upper-level international relations
- 4 Religious studies (excluding courses limited to religion in United States)
- 4 Economics
- 8 Relevant electives (two courses)
- 2–4 Senior seminar/capstone

Completion of 202 level of modern foreign language

46–48 **Comparative Cultural Studies**

- 4 INTD:201 International Studies Theory and Practice
- 4 Introductory anthropology
- 4 ENGL:200 Literature and Culture
- 4 Non-U.S. upper-level anthropology
- 8 Non-U.S. literature or art history (two courses)

- 4 RELI:105 World Religions
- 4 Additional religious studies or philosophy
- 4 Non-U.S. history
- 8 Relevant electives (two courses)
- 2–4 Senior seminar/Capstone

Completion of 202 level of foreign language

46–48 **Sustainable Development**

- 4 INTD:201 International Studies Theory and Practice
- 4 POLI:131 World Affairs or POLI:133 World Affairs: Statecraft
- 4 EENV:101 Environmental Science or EENV:104 Weather and Climate
- 4 EENV:220 Water Resources
- 4 Relevant upper-level ecology or earth and environmental science
- 4 ECON:201 Macroeconomics
- 4 ECON:202 Microeconomics
- 4 ECON:338 International Political Economy or POLI:333 Development, Globalization and Society
- 4 One upper-level, non-U.S.-based course in political science, sociology or anthropology
- 8 Relevant electives (two courses)
- 2–4 Senior seminar/capstone

Completion of 202 level of modern foreign language

46–48 **International Trade and Development**

- 4 INTD:201 International Studies Theory and Practice
- 4 POLI:131 World Affairs or POLI:133 World Affairs: Statecraft
- 4 ECON:201 Macroeconomics
- 4 ECON:202 Microeconomics
- 4 ECON:338 International Political Economy or POLI:333 Development, Globalization and Society
- 4 History of any non-U.S. region
- 8 Upper-level international economics/management (two courses)
- 4 One upper-level, non-U.S.-based course in political science, sociology or anthropology. (Students should seek to focus on a particular region.)
- 8 Relevant electives (two courses)
- 2–4 Senior seminar/capstone

Completion of 202 level of modern foreign language

**Minor in International Studies.** International studies is a superb complement to a number of other majors. Students may choose

to minor in international studies by completing 24 semester hours in a focus area. Only courses completed with a grade of C- or above may be counted toward the minor. No more than eight semester hours may be taken at the 100 level. No more than six semester hours may double-count with another major or minor. It is strongly recommended that all students minoring in international studies take INTD:201 International Studies Theory and Practice.

semester hours

24 **European Studies, Asian Studies or Developing World Studies**

(Developing world studies includes courses related to Latin America, Africa or the Middle East. Students are encouraged to focus on one of the three regions.)

- 8 Relevant history (two courses)
- 4 Political science, upper-level course on relevant region
- 4 Relevant religion/philosophy
- 4 Relevant literature/art/film
- 4 Relevant elective

24 **Diplomacy**

- 4 Non-U.S. history
- 4 Non-U.S. literature or religion
- 8 International relations (two courses)
- 4 Economics (macroeconomics encouraged)
- 4 Relevant elective

24 **Comparative Cultural Studies**

- 4 Introductory anthropology
- 4 Non-U.S. upper-level anthropology
- 4 Non-U.S. literature or art history
- 4 Religion or philosophy
- 4 Non-U.S. history
- 4 Relevant elective

24 **Sustainable Development**

- 4 EENV:101 Environmental Science
- 4 Relevant upper-level ecology or earth and environmental science
- 4 ECON:201 Macroeconomics
- 4 ECON:202 Microeconomics
- 4 ECON:338 International Political Economy or POLI:333 Development, Globalization and Society
- 4 Relevant elective

24 **International Trade and Development**

- 4 ECON:201 Macroeconomics
- 4 ECON:202 Microeconomics
- 4 ECON:338 International Political Economy or

- 4 POLI:333 Development, Globalization and Society
- 4 History of any non-U.S. region
- 4 Upper-level international economics/management
- 4 Relevant elective

## International Studies Courses

### INTD:201 International Studies Theory and Practice

This course provides an overview of theories and approaches common in the field of international studies. Students will grapple with what makes this field interdisciplinary and why that may prove critical in problem-solving on an international scale. Students are introduced to how and why the field draws from many different disciplines, such as economics, anthropology, health sciences, public planning, public policy, linguistics/language, history, political science, business and the arts. Students begin a portfolio that includes course work, a CV and an analysis of the interdisciplinary nature of international studies. 4 SH. CC: *Interdisciplinary*.

# Jewish Studies

Director: Roth

The Jewish studies minor consists of 22 semester hours, including JWST:113 Introduction to Judaism, JWST:255 Jewish Literature, JWST:338 The Holocaust, eight semester hours selected from the other available Jewish studies courses listed below and two semester hours of independent study approved by the director.

## Jewish Studies Courses

Please note that the various departments that partner with the Jewish studies program may offer special topic and variable content courses of interest (such as Biblical Hebrew, Jewish and Israeli Cinema, etc.) that will be cross-listed as JWST:390 and that will satisfy the elective requirement of the minor. Check the yearly schedule of classes for more information.

### **JWST:113 Introduction to Judaism.**

Examines Judaism as it has been defined and developed as a way of thought and a way of life. The course focuses on central religious concepts, holidays, life-cycle ceremonies and various forms of religious expression, including prayer and ritual, in order to help students understand what it means and has meant to be a Jew. Same as RELI:113. 4 SH. CC: *Diversity*.

### **JWST:115 Jewish Philosophy and Ethics.**

Explores issues and problems related to the philosophical and ethical literature of the Jews, from the Talmudic period through the present. Topics vary and may include classical Jewish texts, mysticism, continental and poststructural Jewish philosophy, morality and social practice, women and gender and Judaism in America. The course encourages students to recognize in Jewish texts reflections of Judaism that are diverse and, at times, antithetical to one another. Same as RELI:115. 4 SH. CC: *Ethics*.

### **JWST:201 The Hebrew Bible.**

An introduction to the texts of the Hebrew Bible, with concern for their sociohistorical contexts, literary forms and theological insights. Attention also to the variety of ways in which this literature has been and continues to be valued. Prerequisites: One course in religion, English or history or DIVS:100 or WMST:100, sophomore standing or instructor's permission. Same as RELI:201. 4 SH. CC: *Diversity Intensive, Interdisciplinary, Writing Intensive*.

### **JWST:207 Women in the Biblical Tradition.**

An extensive inquiry into women's stories and images in the Hebrew Bible, New Testament and related literature from the biblical period. Explores the range of roles played by women within biblical narratives, the variety of metaphorical/symbolic uses of femininity in biblical traditions, and legal and ethical

precepts related to the status of women in the biblical period. Methods and approaches from the social sciences, history, literary studies and theology, as shaped by feminist theory, will serve as the main guides for this study. Prerequisites: Sophomore standing and one course in religion, women's studies, English or history, or DIVS:100. Same as WMST:207 and RELI:207. 4 SH. CC: *Diversity Intensive, Interdisciplinary, Writing Intensive*.

### **JWST:228 Middle East Politics and Society.**

This course examines the ways in which politics and society in the Middle East are shaped by historical and contemporary structures, processes and practices. The geographic and temporal focus of the course includes the Arab world, Iran, Turkey and Israel during the past century and a half, from the reforms of the late Ottoman Empire, through the years of European colonialism, to the emergence of post colonial states and their contemporary development. Same as POLI:228. 4 SH.

### **JWST:255 Jewish Literature.**

A variable topic survey, in English translation, of the texts, writers, histories and languages that describe Jewish literatures. The course is especially concerned with debates over definitions of "Jewish literature" (What makes Jewish literatures Jewish?), the significance of Jewish literary and cultural diversity, and Jewish literary navigations between diaspora and homeland, secularism and religiosity. Readings may include Hebrew and Israeli literature, Yiddish literature, Sephardic literature or Jewish literatures of Europe and the Americas. Same as ENGL:255. Prerequisite: Sophomore standing. 4 SH. CC: *Literary Expression, Diversity*.

### **JWST:302 Philosophy in the Wake of the Holocaust.**

This course examines the validity of certain traditional philosophical assumptions in the aftermath of the Nazi genocide. In this effort the class will read texts by scholars in a variety of fields who throw doubt on the moral value of rational thought, the teleological worldview, the Western conception of "human nature" and the legacy of the Enlightenment through an analysis of the Holocaust and other genocides in the 20th and 21st centuries. Same as PHIL:302. Prerequisite: Junior standing. 4 SH. CC: *Ethics Intensive, Interdisciplinary*.

### **JWST:312 History and Culture of Jewish Cuisines.**

Using anthropological approaches to the study of food, this course examines the meanings and uses of various Jewish cuisines as they developed in diverse regions and historical periods. We will consider the laws of kashrut and their modern interpretations, the social history of traditional Jewish foods, the literary development of Jewish cookbooks, and literary and cinematic representations of Jewish cuisines and dining. Underlying our study will be questions concerning how class, gender, faith, ethnicity, aesthetics and politics inform Jewish foodways. Because cooking and eating are frequently done in the company of others, much of our work will be collaborative. Same as ANTH:312. 4 SH. CC: *Diversity, Team Intensive*.

**JWST:338 The Holocaust.**

Examines the origins, implementation and consequences of the Nazi program of mass murder over the course of the 20th century. Students study various primary and secondary sources of the Holocaust and consider the lasting impact of how we represent and remember those events. Prerequisite: 100-level history course or instructor's permission. Same as HIST:338. 4 *SH*.

**JWST:390 Topics in Jewish Studies.**

Discussion, debate and evaluation of significant trends and phenomena in Jewish studies. Topics vary according to instructor preference and may include regional literatures and histories, Jewish languages, gender and identity issues, folklore, Jewish film, Jewish music, Sephardic studies, Zionism, Christian/Jewish relations, and black/Jewish relations. 4 *SH*.

**JWST:500 Independent Study.**

Detailed exploration of literature or author(s) of a selected historical period; of a literary, historical or religious topic, problem or issue; or of creative arts related to Jewish studies. This course engages students in library or action research, research design or application, or creative work in the arts under a faculty member's direction, and it culminates the minor in Jewish studies. 2 *SH*.

## Legal Studies

Coordinator: R. Davis

The legal studies minor is not to be regarded as a prelaw program but is designed to be compatible with and complement various major programs, including those that remain traditional foundations for careers in law. Students planning a legal studies minor should declare their intention during their sophomore year to ensure that the required courses will fit into their program.

To complete the 24-semester-hour minor in legal studies, students must take the following courses: ACCT:210 Legal Environment, POLI:215 Law and Politics, and one of the following: SOCI:255 Crime and Justice, SOCI:350 Punishment and Society, or SOCI:405 Law and Society. Twelve additional semester hours must be selected from the following (at least one of these electives must be at the 300 or 400 level and not already counted toward one of the above requirements): ACCT:220 Introduction to Taxation; ACCT:310 Advanced Business Law; ANTH:311 Regulating Bodies; COMM:481 Media Law; EENV:335 Environmental Laws and Regulations; PHIL:125 Justice; PHIL:122 Resolving Moral Conflicts; POLI:334 International Organizations and Law; POLI:411 Constitutional Law; POLI:412 Civil Liberties; SOCI:255 Crime and Justice; SOCI:350 Punishment and Society; SOCI:331 Social Control and Deviance; SOCI:405 Law and Society; and LGST:505 Internship in Legal Studies. Other courses may count as electives with the approval of the legal studies coordinator. No more than six semester hours from the legal studies offerings may be counted toward major requirements. Students minoring in legal studies are urged to take additional courses in history, economics, sociology, political science and other related fields.

Further information may be secured from Professor of Accounting Rick Davis, coordinator of the legal studies program.

### Learning goals:

- A knowledge of the essential elements of the American civil and criminal legal system and of alternatives that have been developed, including both the players and the processes.
- An awareness that individuals have both rights and responsibilities within the American legal system.
- An awareness of the varied expectations that Americans hold of the legal system and an ability to assess the capability of the system to meet these expectations.
- A knowledge of the way in which at least three different disciplines view the legal system and an ability to integrate material from one discipline in a class of another discipline.
- An ability to understand and critique a complex argument, showing strong analytical reasoning abilities.

## Legal Studies Courses

### LGST:505 Internship in Legal Studies.

Practical experience in a supervised work program in a legal setting. This may include work in a law office, in the office of a district attorney or public defender, in a court program or for a judge. The student must obtain approval from the coordinator of the legal studies program before beginning the internship. The faculty intern adviser will be chosen in consultation with the legal studies coordinator. To register for the internship a student must be a declared legal studies minor, have junior or senior standing, and have completed at least two of the three required courses (ACCT:210, POLI:215, and either SOCI:255, SOCI:350 or SOCI:405) for the minor. Only one internship may be counted toward the minor. *2 or 4 SH.*

### Other Legal Studies Courses

Information on the other legal studies classes can be found in the catalog under the respective department headings.

# Management

## Management Faculty

**Professor Ali H. M. Zadeh**, department head, earned a Ph.D. in financial economics and an M.S. in applied mathematics from Michigan State University. His research interests and publications focus on modeling foreign exchange rates uncertainty, analysis of oil market and the OPEC behavior, monetary economics and banks portfolio management. He teaches Corporate Financial Management; Money, Banking and Financial Markets; and International Financial Management.

**Associate Professor Paul A. Dion** earned his Ph.D. from the University of Toronto and teaches Marketing and Marketing Research. He frequently publishes research on industrial marketing, purchasing and marketing logistics.

**Associate Professor Christine L. Cooper Grace** earned her Ph.D. from The Ohio State University. She teaches courses in organizational behavior, human resource management, employment law, performance management, compensation and ethics. Her research interests and publications focus on employee and student reactions to the perceived fairness of organizational policies and procedures.

**Associate Professor Mark Heuer** earned his Ph.D. from The George Washington University. He teaches Business Policy and Strategy and Business and Social Responsibility. His research interests include corporate social responsibility and sustainability policy.

**Associate Professor Alicia J. Jackson** served as the dean of the Sigmund Weis School of Business at Susquehanna University from 2007-13. Prior to her appointment at Susquehanna, Jackson served as dean of the College of Business and Information Science at Tuskegee University in Alabama and assistant professor of accounting at The Ohio State University. While dean at Susquehanna, she taught accounting and management courses as needed. She currently teaches Quantitative Methods. Her research interests are in accounting, particularly the impact of financial reporting on managerial and investor decision making. She received a Bachelor of Arts in mathematics from Knox College, a Master's of Business Administration in accounting from The University of Michigan and a Ph. D. in accounting from The University of Texas at Austin.

**Associate Professor Leann J. Mischel** earned her Ph.D. from the University of Illinois. She teaches management and entrepreneurship courses. Her research interests are in the small business and entrepreneurship area.

**Associate Professor Sirapat Polwitoon** earned his Ph.D. in finance from the University of Rhode Island. He teaches corporate finance, investments and international finance. He is a

level II CFA candidate. His research interests focus on corporate governance and portfolio performance evaluation.

**Associate Professor Mengsteab Tesfayohannes** earned his Ph.D. from the University of Graz, Austria, and completed his postdoctoral research at the University of Bayreuth, Germany. He teaches small business and entrepreneurship. His research focuses on a wide range of issues in small- and medium-sized enterprises, with particular interest in government policy and international entrepreneurial activities.

**Assistant Professor Zui Chih (Rick) Lee** earned his Ph.D. from the University of North Carolina at Greensboro. He teaches marketing, consumer behavior and retailing. His research interests are in retailing strategy both online and offline.

**Assistant Professor Robert L. Williams Jr.** earned his Ph.D. from Edinburgh Napier University, Scotland. His research interests focus on marketing strategy, branding, innovation and higher education. He teaches marketing, consumer behavior, and marketing strategy and management.

**Assistant Professor Shan Yan** earned a Ph.D. in finance from Michigan State University and an M.A. in economics from the University of Arizona. His research interests focus on textual analysis on corporate filings, managerial tone and attitudes in merger and acquisition, banking, corporate divestment, mutual funds, and hedge funds. He teaches Corporate Financial Management and International Financial Management.

## Business Administration Studies

**Requirements for the Major in Business Administration.** Students complete the university Central Curriculum, the business foundation courses, and an emphasis in entrepreneurship, finance, global management, human resource management or marketing or the minor in information systems. Additionally, students must take MGMT:390 Operations Management and MGMT:350 International Business. No grade below C- will be accepted to fulfill emphasis requirements or in any foundation course.

**Entrepreneurship Emphasis.** Entrepreneurship is important to the overall economic future of our society, as well as being a leading area of interest to students. The creation of new products, services, jobs, business and in fact, entire industries, is more dependent upon entrepreneurship today than it has ever been in the past. The importance of entrepreneurship has become more widely acknowledged and understood, generating enormous opportunities for entrepreneurial thinking and considerable interest in the field by students and educators.

The goal of the entrepreneurship emphasis is to assist students in gaining the knowledge, skills and confidence to become successful entrepreneurs. Students gain an appreciation of the entrepreneur in society, the entrepreneur's struggle, and an

understanding of how to start and/or manage a business. The classes enable and encourage students to create innovative entrepreneurial and small-business ventures.

The entrepreneurship emphasis requires 16 semester hours as follows:

semester hours

- 4 MGMT:330 Small Business and Entrepreneurship
- 4 MGMT:433 New Venture Start-up and Financing
- 4 MGMT:434 Entrepreneurial Experience
- 4 MGMT:435 Entrepreneurial Venture Strategy and Economic Growth

**Finance Emphasis.** The field of finance encompasses three interrelated areas. Each views the management of assets, liabilities and equity from a different perspective. One area of finance deals with the behavior and characteristics of financial intermediaries. A second area, investments, focuses on the decisions of both individual and institutional investors. The third area, financial management, deals with the management of assets, liabilities and equity within a business organization. Career opportunities in each area are many and varied. The finance emphasis prepares students for positions in financial management with manufacturing and service organizations or with financial intermediaries, such as banks, insurance companies, brokerages and investment advisory firms.

The finance emphasis requires 16 semester hours, as follows:

semester hours

- 2 ACCT:300 Financial Statement Analysis
- 4 MGMT:342 Investment Analysis or MGMT:443 Applied Investments and Security Analysis
- 4 MGMT:345 International Financial Management
- 6 At least 6 semester hours chosen from the following courses:
  - 4 MGMT:342 Investment Analysis
  - 4 MGMT:344 Financial Institutions and Markets
  - 4 MGMT:441 Advanced Corporate Financial Management
  - 2 MGMT:442 Portfolio Management
  - 4 MGMT:443 Applied Investments and Security Analysis
  - 4 MGMT:444 Applied Institutional Investment Management
  - 2-4 MGMT:446 Topics in Finance
  - 2 ACCT:220 Introduction to Taxation

**Global Management Emphasis.** This emphasis provides a broad background in international business and global management. It is suitable for a student contemplating an M.B.A. in international business or the study of international law.

The global management emphasis requires 16 hours as follows:

semester hours

- 4 ECON:330 International Trade and Finance
- 4 One course covering European history, politics or culture\*
- 4 One course covering African, Asian or Latin American history, politics or culture\*
- 4 One course chosen from the following:
  - 4 ECON:335 Economic Development
  - 4 ECON:442 Emerging Market Economics
  - 4 MGMT:351 Seminar in European Business Operations

\* *Director of Weis School International Programs approval required*

**Human Resource Management Emphasis.** In the face of today's intense scrutiny and competition, both public and private organizations are placing greater emphasis on the management of their human resources. Managers are beginning to view human resource management (HRM) as a strategic business function to be leveraged in pursuit of competitive advantage. The objectives of the HRM emphasis are (1) to immerse students in this new strategic perspective; (2) to familiarize students with the language, concepts, theory and application of numerous fundamental HRM activities; and (3) to provide in-depth knowledge into at least one of these activities. Thus this emphasis would be appropriate for students who are considering careers or graduate study in general HRM, compensation administration or labor relations.

The human resource management emphasis requires 16 semester hours as follows:

semester hours

- 4 MGMT:361 Human Resource Management
- 2 MGMT:362 Employment Law
- 10 semester hours chosen from the following:
  - 4 ECON:325 Labor Economics
  - 4 MGMT:363 Employee and Labor Relations
  - 2 MGMT:460 Advanced Organizational Behavior
  - 2 MGMT:461 Projects in Human Resource Management
  - 2 MGMT:462 Human Resource Planning
  - 2 MGMT:464 Compensation Structure Design
  - 2 MGMT:465 Performance Management
  - 2 MGMT:466 Negotiations
  - 2-4 MGMT:467 Topics in Management
  - 2 MGMT:468 Women in Organizations
  - 2 MGMT:503 Business Internship

**Minor in Human Resource Management.** The minor in human resource management is open to all students who are not business administration majors. To complete the minor, students must have a GPA of at least 2.00 and must complete at least 20

semester hours of courses from the following list (with no grade below C-):

- 4 MGMT:360 Management and Organizational Behavior
- 4 MGMT:361 Human Resource Management
- 2 MGMT:362 Employment Law
- At least 10 semester hours of electives chosen from the following:
  - 4 ECON:325 Labor Economics
  - 4 MGMT:363 Employee and Labor Relations
  - 2 MGMT:461 Projects in Human Resource Management
  - 2 MGMT:462 Human Resource Planning
  - 2 MGMT:464 Compensation Structure Design
  - 2 MGMT:465 Performance Management
  - 2 MGMT:466 Negotiations
  - 2-4 MGMT:467 Topics in Management
  - 2 MGMT:468 Women in Organizations
  - 2 MGMT:503 Business Internship

**Information Systems Emphasis.** Business administration majors may elect an emphasis in information systems by completing courses for the minor in information systems.

**Marketing Emphasis.** Marketing involves managing the interface between an organization and its customers by determining their needs and behaviors and delivering need-satisfying value to them while meeting the organization's goals. Marketing has a fundamental role in virtually all business decisions and in directing the efforts of customer-driven organizations. Marketing is essential not only to retailers, wholesalers and manufacturers, but also to attorneys, accountants, museums, hospitals, colleges, and performing arts and political action groups.

The marketing emphasis requires 12 semester hours as follows:

- semester hours
- 4 MGMT:381 Marketing Research
- 4 MGMT:382 Consumer Behavior
- 2 MGMT:485 Marketing Strategy and Management
- 2 At least 2 semester hours chosen from the following:
  - 4 MGMT:481 Advertising Management
  - 2 MGMT:486 Topics in Marketing
  - 2 MGMT:384 Retailing
  - 4 PSYC:230 Social Psychology

**Minor in Business Administration.** The minor in business administration requires six to eight courses totaling at least 24 semester hours. To complete the minor, students must have a GPA of at least 2.00 and no grade below C- in courses chosen from the following:

semester hours

- 4-8 ECON:105 Elements of Economics, or both ECON:201 Macroeconomics and ECON:202 Microeconomics
- 4 ACCT:200 Financial Accounting
- 4 MGMT:202 Business Statistics
- 12 At least 12 semester hours from the following:
  - 4 MGMT:280 Marketing
  - 4 MGMT:390 Operations Management
  - 4 MGMT:340 Corporate Financial Management
  - 4 MGMT:360 Management and Organizational Behavior

## Management Courses

### **MGMT:102 Global Business Perspectives.**

An overview of business fundamentals, functional areas of business, business careers and opportunities provided by the Sigmund Weis School of Business. A case-based approach emphasizing teamwork and communication skills. A team presentation of case analyses to invited business executives is a key component and highlight of the course. *4 SH. CC: Oral Intensive, Perspectives, Team Intensive.*

### **MGMT:133 British Theatre.**

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course provides knowledge and exposure to the art of theatre performance by utilizing the rich offerings of the theatre and other fine arts resources in London and England. *4 SH. CC: Artistic Expression.*

### **MGMT:134 British History/Culture London.**

Offered to students participating in the London Program of the Sigmund Weis School of Business, this course introduces students to the theories and principles of diversity by examining Great Britain as a case study in diversity. The course explores key aspects of diversity in relation to, but not limited to, class, race, gender and sexuality. A key focus will be location-specific study of social and cultural diversity through student exploration of the role played by culture, ethnicity, class, race and gender in Britain's past and in its contemporary life. This will involve exploring the opportunities and challenges faced by individuals, businesses and non-profit organizations in their engagement with issues of equality and social justice. Students will learn about contemporary British culture, and they will be able to compare that culture with that of the United States.. *4 SH. CC: Diversity.*

### **MGMT:202 Business Statistics.**

Principles and methods of data collection, presentation, analysis and interpretation for business decisions. Includes statistical description, probability theory and methods of inference; regression and correlation analysis; time-series analysis and index numbers; and chi-square. Introduces computer-based statistical packages. (Students may earn credit for only one of the introductory statistics courses offered by the management,

mathematics or psychology departments.) Prerequisite: MATH:101 or equivalent placement. 4 SH. CC: *Analytical Thought*.

**MGMT:203 Quantitative Methods for Business and Economic Decisions.**

This business foundation course helps students to understand the concepts, techniques and applications of both deterministic and probabilistic mathematical/quantitative methods for strategic and operational business decisions. The course focuses on how applied mathematical/quantitative methods can be used to improve critical business and economic decisions for better and sustainable expected results. Discussion topics will include linear programming and optimization methods, decision models under certainty and risk, inventory models, waiting line and simulation methods, project scheduling and network analysis, and integral and differential calculus for economic and business applications. Prerequisite: MGMT:202. 4 SH.

**MGMT:250 Introductory Topics in Business.**

An introductory course covering topics of current importance and interest in business. 2-4 SH.

**MGMT:280 Marketing.**

The study of business activities planned and implemented to facilitate the exchange or transfer of products and services so that both parties benefit. Examines markets and segments, as well as product, price, promotion and channel variable decisions. Considers marketing in profit and nonprofit sectors and in the international setting. Prerequisite: Sophomore standing. 4 SH.

**MGMT:318 Integrated Marketing Communications.**

Reflects the growing practice of effectively combining an organization's communication tools in a united effort for goal accomplishment. Topics include advertising, public relations, sales promotions, marketing, social media, e-commerce and sponsorships. Legal and ethical considerations are also discussed. Same as COMM:318. 4 SH. CC: *Interdisciplinary*.

**MGMT:330 Small Business and Entrepreneurship: Theory, Practice and Concept.**

Emphasizes small-business operations and management and the theories and practice of entrepreneurship. Topics include developing a business plan, small-business finance and selected international examples. Students are engaged in a realistic simulation of a small business, from creating the business and running it day-to-day to potentially exiting the business in some way (sell, close, bankruptcy). 4 SH.

**MGMT:340 Corporate Financial Management.**

Examines the theory and practice of corporate financial management. Topics include the financial environment, time value of money, bond and stock valuation, and the capital asset pricing model. Also covers analysis of financial statements, financial forecasting, capital budgeting, long-term financing decisions, the cost of capital, capital structure, dividend policy

and working capital management. Prerequisites: Junior standing, MGMT:202, ACCT:200, ECON:105 or ECON:201 and ECON:202. 4 SH.

**MGMT:342 Investment Analysis.**

Examines various investment vehicles within a risk and return framework. Topics include the structure and operation of markets, use of margin, short sales, stock market indexes, mutual funds, efficient market hypothesis, stock and bond valuation, duration, international investing, call and put options, futures contracts, real estate, and portfolio management. Uses a mutual fund study, a stock valuation exercise and a computer database to increase knowledge and experience in investment management. Prerequisite: MGMT:340. 4 SH.

**MGMT:344 Financial Institutions and Markets.**

Focuses on the financial services industries and financial markets in the U.S. economy. Topics include the structure of the financial markets and the roles of the financial services industry and the federal government in these markets; the valuation of fixed-income securities; risk-return trade-offs in capital markets; hedging and the use of financial derivatives to manage interest rate risk, foreign exchange risk, credit risk and liquidity risk; asset-liability-liquidity management emphasizing GAP and duration analysis; and mergers and acquisitions. Prerequisite: MGMT:340. 4 SH.

**MGMT:345 International Financial Management.**

Examines the theoretical and practical analysis of the financing and investment decisions of multinational firms operating in international financial markets. Topics include international asset valuation, international financing and investments, foreign currency, foreign exchange risk exposure and country risk management. Prerequisite: MGMT:340. 4 SH.

**MGMT:350 International Business.**

A broad exposure to the turbulent, complex and expanding nature of business in the international environment. Considers the fundamental principles and practices of multinational enterprises with both text and case studies. Prerequisites: ECON:201, ECON:202 or instructor's permission. 2 SH.

**MGMT:351 Seminar in European Business Operations.**

A study of business practice and operations in the U.K. and continental Europe. Offered in London, England, for business students in the Sigmund Weis School London Program. Emphasis is pragmatic and applications-oriented. The course features field trips to manufacturing facilities, distribution centers and financial institutions in the U.K. and on the European continent. Class often features guest lecturers knowledgeable in specific fields of international business. Prerequisites: Junior standing or instructor's permission and participation in the London Program (see London Program on page 16). 4 SH.

**MGMT:360 Management and Organizational Behavior.**

Examines the theories, practices and processes of management and organizational behavior. Emphasizes applications of theory to practice and learning from experiential activities. Topics include motivation, values and ethics, interpersonal communication, group processes, conflict and negotiation, and leadership. Numerous exercises emphasize application of theories and processes to students' personal experiences. Prerequisites: Sophomore standing, MGMT:202 and either ECON:105 or ECON:202 or instructor's permission. 4 SH. CC: *Diversity Intensive*.

**MGMT:361 Human Resource Management.**

Examines the activities and practices conducted by a human resource management department, as well as the relationships among them. Topics include job analysis and design, human resource planning, recruitment and selection, training and development, performance appraisal, and compensation. Numerous exercises are used to emphasize application of human resource management concepts and methods to real-world scenarios. Prerequisite: MGMT:360 or instructor's permission. 4 SH.

**MGMT:362 Employment Law.**

Explores legislation regulating wages, hours and other conditions of employment. Topics include federal laws that regulate wages and salaries, hours of work, equal employment opportunity, health and safety, and workplace justice. Students are required to apply concepts and techniques discussed in class within several assignments and/or exercises. Prerequisite: MGMT:361 or instructor's permission. 2 SH.

**MGMT:363 Employee and Labor Relations.**

Explores principles of employee relations and labor relations. Topics include similarities and differences between employee relations and labor relations environments, factors and variables that contribute to each, and how one environment changes into the other. This course will consist of lectures, experiential group exercises and student presentations. Prerequisite: MGMT:361 or instructor's permission. 4 SH.

**MGMT:369 Values, Ethics and the Good Life.**

Students are introduced to "The Encompassing," a model that depicts the complexity of being or becoming a fully functioning human being. The Encompassing model describes four modes of being (human), as well as ethical systems and leadership styles that correspond to each mode. Students will engage in class discussion, exercises and other learning activities that focus on their applying course material to their own personal lives. Prerequisite: Junior standing or instructor's permission. 4 SH. CC: *Ethics*

**MGMT:381 Marketing Research.**

The course material parallels the marketing research process and follows the definition of a research problem, the design of an appropriate methodology and the collection of data. Data

compilation and analysis and report preparation are covered in the data analysis portion of the course. The objective is to provide students with the analytical skills and practical experience that will allow them to perform market research. Prerequisites: MGMT:202 and MGMT:280. 4 SH.

**MGMT:382 Consumer Behavior.**

A survey of the contributions of the behavioral sciences to the understanding of buyer behavior. Emphasizes how marketers use theories regarding the consumer purchasing process to make decisions at both the strategic and tactical levels. Prerequisite: MGMT:280. 4 SH.

**MGMT:384 Retailing.**

Marketing activities that involve the sale of goods and services to ultimate consumers for personal, family, household and small-business use. Focuses on store operations, distribution functions and nonstore retailing, including mail-order and the Internet. Prerequisite: MGMT:280. 2 SH.

**MGMT:390 Operations Management.**

Introduces areas such as product and process development, capacity planning, inventory control, product scheduling, and quality control. Emphasizes the integration of strategic long-term and analytical short-term decisions and the integration of the operations function within the firm. Uses quantitative models, spreadsheet models and computer applications to provide a framework and support for the development of management decisions. Prerequisites: MGMT:202, MGMT:203, ECON:105 or ECON:202, ACCT:200 and junior standing. 4 SH.

**MGMT:400 Business Policy and Strategy.**

The capstone course for business seniors that integrates much of the knowledge they gain from earlier courses. Uses a case method approach to solve problems facing top management. Emphasizes the global environment and strategic management decisions. Covers finance, management, marketing, technology, geography, leadership and other factors in both domestic and international cases. Heavy emphasis on the development of analytical skills and both written and oral communications skills. Prerequisites: Senior standing and completion with a C- or better of MGMT:340, MGMT:360 and either MGMT:390 or ACCT:430. 4 SH. *Capstone*. CC: *Oral Intensive, Writing Intensive*.

**MGMT:404 Business and Social Responsibility.**

Examines the concepts and applications of ethical and moral behavior that affect business decision making and result in socially responsible policies and actions. Uses actual cases and issues to demonstrate the need for social responsibility as an integral part of business strategies and implementation. Prerequisites: Senior standing and completion of all 300-level business requirements or instructor's permission 2 SH.

**MGMT:433 New Venture Start-up and Financing.**

This course deals with the strategic and operational issues of structuring the start-up of different types of new ventures.

Beyond personal qualities, preparing viable business plans is vital for success in establishing new business ventures. Student teams will practically learn how to prepare a viable and appealing business plan for the type of venture they would like to start. They will learn the step-by-step processes of business plan preparation. The course will also cover the hows and whys of different options of financing for new ventures. At the end of the semester, students will attempt to secure financing from banks and other financing institutional capacities. Prerequisite: ACCT:200, MGMT:280, MGMT:330 or instructor's permission. 4 SH.

**MGMT:434 Entrepreneurial Experience.**

Student teams create, manage and run an organization. They must appoint a management team, delegate jobs, hire personnel and manage finances in order to run the business. Students also study several cases that demonstrate different aspects of the entrepreneurial company. 4 SH.

**MGMT:435 Entrepreneurial Venture Strategy and Economic Growth.**

This course inquires how successful entrepreneurs create economic wealth through innovation and great ideas. Core discussions will focus on the foundations of entrepreneurial paradigms and strategies that help entrepreneurial ventures to sustain competitiveness and enhance their contribution to economic growth and innovations. Students will learn and retain a demonstrable knowledge in entrepreneurial marketing paradigms, strategies and policies that are needed to manage successful entrepreneurial ventures. Moreover, course discussion topics will help students to understand the important role of entrepreneurship in achieving the better, the new, the breakthrough and the yet unchallenged innovation, creativity and opportunity. Prerequisites: ECON:201 and MGMT:280. 4 SH.

**MGMT:441 Advanced Corporate Financial Management.**

A brief review of MGMT:340 with additional depth in such topics as risk and return, cost of capital, capital structures theory and practice, capital budgeting, and financial statement analysis. Expands to cover topics such as lease financing and debt refinancing. Uses case studies to apply these concepts and theories. Prerequisite: MGMT:340. 4 SH.

**MGMT:442 Portfolio Management.**

An analysis of the stock market and common stock. Includes both fundamental and technical analysis, efficient market hypothesis and portfolio management theory. This project-oriented course includes two computer software packages/database systems used by professional and individual investors worldwide. Prerequisite: MGMT:342. 2 SH.

**MGMT:443 Applied Investments and Security Analysis.**

Examines various investment techniques using empirical analysis within the framework of modern portfolio theory. The course features a top-down fundamental analysis approach using both

economic and industry financial data. Topics include macroeconomics, portfolio analysis, financial statement analysis, traditional investment theory, intrinsic security valuation, efficient market hypothesis, executive compensation, insider trading, and advanced technical writing and oral presentations. Prerequisite: MGMT:340. 4 SH.

**MGMT:444 Applied Institutional Investment Management.**

Provides students with the prospect of applying and synthesizing all the financial knowledge learned throughout the investment sequence. Portfolio managers present their technical, analytical, strategic and intrinsic valuation final recommendations to senior industry practitioners in a competitive atmosphere. The SUSIP equity fund annual performance is also analyzed and reviewed by students. Based on student performance in prior classes and instructor recommendations, students are admitted either as portfolio managers with supervision responsibilities or as portfolio associates with advanced security analysis and financial modeling responsibilities. Prerequisite: MGMT:342 or MGMT:443 or instructor's permission. 4 SH.

**MGMT:446 Topics in Finance.**

Topics of current importance and interest in finance. Prerequisites: MGMT:340 and instructor's permission. 2-4 SH.

**MGMT:460 Advanced Organizational Behavior.**

Examines advanced applications of organizational behavior theory, such as perception, motivation and communication. Experiential exercises provide opportunities for applying theory and process beyond basic principles. Case studies, simulations, role playing and organizational development exercises similar to those in training and development programs in both corporate and nonprofit organizations are utilized in the course. Prerequisite: MGMT:360. 2 SH.

**MGMT:461 Projects in Human Resource Management.**

A human resource consulting project for a local organization. Examines a functional area determined by the individual project on a case-by-case basis. The primary content areas include the functional areas such as staffing, reward systems, training and development, and consulting/project management skill building. Prerequisite: MGMT:361 or instructor's permission. 2 SH.

**MGMT:462 Human Resource Planning.**

Examines methods to estimate demand for and supply of labor to ensure an organization has "the right people in the right place at the right time" to accomplish organizational goals. Includes discussion of the relationship between human resource planning and strategic decisions regarding staffing, training and development, and rewards. Numerous exercises emphasize application of human resource planning concepts and methods to real-world scenarios. Prerequisite: MGMT:361 or instructor's permission. 2 SH.

**MGMT:464 Compensation Structure Design.**

Explores the theory and practice of compensation structure design based on concepts of internal and external equity. Internal equity focuses on assessing the relative worth of different jobs in an organization through job evaluation. External equity involves assigning pay levels to different jobs in an organization based on data collected from wage and salary surveys of competitors. The topic of benefits is also addressed. Students are required to apply concepts and techniques in class within a group project that entails developing a compensation structure for a hypothetical company. Prerequisite: MGMT:361 or instructor's permission. 2 SH.

**MGMT:465 Performance Management.**

Explores the theory and practice of performance appraisal and performance-based pay. Performance appraisal topics include appraisal instruments, sources of appraisal, increasing appraisal accuracy and conducting appraisal interviews. Performance-based pay topics include traditional merit pay, as well as incentive plans, gain sharing and profit sharing. Students are required to apply concepts and techniques discussed in class within several assignments and/or exercises. Prerequisite: MGMT:361 or instructor's permission. 2 SH.

**MGMT:466 Negotiations.**

Develops skills in negotiation, joint decision making and joint problem solving through analysis of the negotiating process, frequent negotiation exercises, case analyses and interaction with professional negotiators. Prerequisite: Junior standing or instructor's permission. 2 SH.

**MGMT:467 Topics in Management.**

Explores topics of current importance and interest in management. Prerequisites: MGMT:360 and junior standing or instructor's permission. 2-4 SH.

**MGMT:468 Women in Organizations.**

Examines the role of sex and gender in organizations. Special attention is given to topics relevant to women working in organizations, such as sex and gender differences in career/job preferences, advancement and pay, teamwork, leadership, sexuality in the workplace and work-family balance. Other topics addressed include hostile vs. benevolent sexism, as well as practices designed to increase diversity within organizations. Class is conducted in a seminar format. Prerequisite: Junior standing or permission of instructor. Same as WMST:380. 2 SH. CC: *Diversity Intensive*.

**MGMT:481 Advertising Management.**

A theoretical and experiential examination of the communications process in marketing. Emphasizes the advertising dimension of the marketing mix. Requires understanding of the marketing process and consumer behavior to develop an advertising plan. Prerequisite: MGMT:280. 4 SH.

**MGMT:485 Marketing Strategy and Management.**

A case method capstone course for the marketing emphasis, applying marketing functions to real-world situations. Integrates knowledge from previous courses in marketing, management, accounting and finance as applied to market planning. Prerequisites: MGMT:382 and MGMT:381. 2 SH.

**MGMT:486 Topics in Marketing.**

In-depth focus on a marketing topic of current interest. Possible topics include marketing for service and nonprofit organizations, new product development and direct marketing. Prerequisite: MGMT:280. 2 SH.

**MGMT:501 Independent Study.**

Individualized academic work for qualified students under faculty direction. Typically focused on topics not covered in regularly offered courses. Prerequisites: Senior standing and permission of faculty member and department head. 2-4 SH.

**MGMT:502 Senior Research.**

An original research project under faculty direction. Prerequisites: Senior standing and permission of faculty member and department head. 2-4 SH.

**MGMT:503 Business Internship.**

Full-time off-campus employment for junior or senior business students guided by host organization management supervisor and Sigmund Weis School faculty internship adviser. Requires collateral written analysis of the learning experience. Prerequisites: Permission of faculty supervisor and department head and a 2.00 GPA. S/U. 2-4 SH.

**OFFP:SWSB.**

The goal of this course is to prepare study abroad students for a semester's study in the Sigmund Weis School of Business London Program. Many differences come into play: finances, physical health and safety, cultural expectations, and world affairs differ in relevance to the SU student studying on campus versus studying in London. This course will respond to the question of how to research, plan and prepare for a study abroad experience, as well as how to prepare to return home. 0 SH.

**OFFR:SWSB London Reflection Course.**

This course completes the cross-cultural requirement for students in the Sigmund Weis School of Business London Program. Through short assignments, student presentations, a final paper and an opinion survey, students reflect on their learning in London coursework, company visits, consulting projects and more. 2 SH CC: *Cross-Cultural Reflection*.

# Mathematics

## Mathematics Faculty

**Professor Kenneth A. Brakke** holds a Ph.D. from Princeton University. A well-known geometry scholar, he does mathematical consulting and has written software, the Surface Evolver program, widely used for modeling soap films and other liquid surfaces.

**Associate Professor Jeffrey A. Graham**, department head, earned his Ph.D. in mathematics from Rensselaer Polytechnic Institute and then taught mathematics and computer science at Western Carolina University. His research interests are in numerical analysis and other areas of applied mathematics.

**Associate Professor Toshiro Kubota** earned his Ph.D. in computer engineering from Georgia Institute of Technology. He taught computer science at the University of South Carolina, Columbia, and worked for Siemens Medical Solutions in Malvern, Pa. His research interests are in computer vision, image processing and neural networks.

**Associate Professor Edisanter Lo** holds a Ph.D. in computational mathematics from Arizona State University. His interests include numerical analysis and digital image processing.

**Associate Professor Annika P. Miller** earned her Ph.D. in mathematics from The George Washington University. She has worked as a software engineer and statistical research associate. Her mathematical interests are in discrete and combinatorial mathematics with research in finite geometries. Her computer science interests include software engineering, robotics and artificial life.

**Associate Professor Alexander G. Wilce** has a Ph.D. from the University of Massachusetts Amherst. His research interests include functional analysis, quantum logics and topology.

**Assistant Professor Sarah Cotter Blanset** holds a Ph.D. in mathematics from the University of Notre Dame. Her research is in mathematical logic, particularly model theory and its connections to combinatorics.

## Mathematics Studies

### Learning goals:

- The student attains a firm foundation of fundamental mathematical concepts, methods and language sufficient to support further academic work or a career in areas requiring mathematical understanding.
- The student attains knowledge and skills to undertake independent learning beyond formal study.

- The student applies mathematical skills and knowledge to solve problems and analyze new situations in mathematics and related areas.
- The student communicates mathematical ideas, both orally and in writing, with clarity and precision.

**Requirements for the Major in Mathematics.** Students complete the equivalent of 55 semester hours as described.

semester hours

4	MATH:112 Calculus II
4	MATH:108 Introduction to Statistics
4	MATH:201 Linear Algebra
4	MATH:211 Multivariate Calculus
4	MATH:221 Discrete Structures
2	MATH:231 Foundations of Analysis
4	MATH:321 Abstract Algebra
4	MATH:353 Differential Equations
4	One 300-level or above mathematics course
8	Two 400-level mathematics courses
1-2	MATH:500 Senior Colloquium
4	CSCI:181 Principles of Computer Science
8	Either CSCI:281 Data Structures plus another 150-level or above computer science or information systems course, or PHYS:204 and 205 Introductory Physics I and II

**Secondary Teaching.** Majors interested in secondary teaching must complete MATH:331 Geometry and fulfill additional requirements listed in the education section on page 74. Mathematics majors sometimes also prepare to teach physics or computer science.

**Minor in Mathematics.** The minor completes 24 semester hours of mathematics courses at or above the 108 level with grades of C- or better. Requirements include MATH:111-112 Calculus I and II, MATH:201 Linear Algebra, and MATH:221 Discrete Structures. At least four semester hours must be at the 300 level or above.

**Interdisciplinary Options.** Mathematics majors can easily complete a minor in another department. Areas such as accounting, business, computer science, information systems, biology, chemistry, physics or a foreign language are natural choices. The department also sponsors a business-related minor in actuarial science.

Highly motivated students whose interests cross traditional departmental lines may also consider a **self-designed major**. This option provides an integrated program of study from courses in several departments and is described in the majors and minors section on page 18.

**Minor in Actuarial Science.** Students minoring in actuarial science will typically have strong interests in mathematics and business. Students taking this minor complete with grades of C- or better the following courses: MATH:211 Multivariate

Calculus, MATH:441 Mathematical Statistics, MATH:351 Numerical Computing, MATH:352 Numerical Analysis, MATH:355 Operations Research, ACCT:200 Financial Accounting, MGMT:340 Corporate Financial Management and either ECON:105 Elements of Economics or ECON:201 Principles of Macroeconomics and ECON:202 Principles of Microeconomics. Because this is an interdisciplinary minor, at least 18 semester hours of the minor must not be credited toward the student's major.

#### **Double Major/Minor in Computer Science and Mathematics.**

Because the computer science major already requires several mathematics courses, many computer science majors pick up a mathematics major or minor relatively easily. However, it is department policy that cross-listed elective courses (such as Operations Research) count in only one major or minor at a time.

**Departmental Honors.** The departmental honors program encourages and recognizes outstanding academic performance. To graduate with departmental honors, a mathematics major must do the following:

- Have a minimum GPA of 3.50 in the department and 3.00 overall,
- Request admission to the program at the end of the junior year,
- Consult with a faculty adviser to design an honors-quality project and begin research as a first-semester senior taking MATH:503 Independent Research,
- Complete the project during the second semester in MATH:500 Senior Colloquium, and
- Successfully pass an oral exam covering a selection of math courses.

**Kappa Mu Epsilon.** Students who meet national standards for membership are eligible to join this national undergraduate mathematics honorary society.

**Central Curriculum Capstone.** The Central Curriculum capstone requirement may be satisfied by the four-semester-hour version of MATH:500 Senior Colloquium. Students need not fulfill the Central Curriculum capstone requirement in their major, but they usually do.

## **Mathematics Courses**

#### **MATH:099 College Mathematics Preparation.**

Topics may include sets, radicals, polynomials, factoring, inequalities, linear and quadratic equations, functions, exponents, and simple descriptive statistics. Intended for students not ready for college credit math; placement in this course is determined by the Department of Mathematics. Grade is S/U. 0 SH.

#### **MATH:101 Precalculus Mathematics.**

Topics include algebra, functions, graphing, exponents, logarithms, exponential functions, trigonometry and solving word problems. Prerequisite: Based on placement results, some students may require a mathematics review course. 4 SH.

#### **MATH:105 Introductory Topics.**

This is a two-credit course meant to help education majors satisfy the Pennsylvania state requirement for six credits of college mathematics. Each course will cover a topic of the instructor's choice at an introductory level. Topics so far have included symmetry, counting, and math and music. This course does not count toward a math major or minor, and particular topics may overlap enough with other math courses to bar a student from taking both. Education majors will be given priority. Prerequisites: Usually none. 2 SH.

#### **MATH:108 Introduction to Statistics.**

A basic introduction to data analysis, descriptive statistics, probability, Bayes' Theorem, distributions of random variables and topics in statistical inference. (Students may earn credit for only one of the introductory statistics courses offered by the departments of management, psychology or mathematics.) 4 SH. CC: *Analytical Thought*.

#### **MATH:111 Calculus I.**

Differentiation and integration of polynomials, exponentials, logarithms and trigonometric functions rules of differentiation and applications. 4 SH. CC: *Analytical Thought*.

#### **MATH:112 Calculus II.**

Techniques of integration, area, volume and arc length. Also includes improper integrals, L'Hopital's rule and power series. Prerequisite: MATH:111 Calculus I or equivalent. 4 SH. CC: *Analytical Thought*.

#### **MATH:201 Linear Algebra.**

An elementary introduction to linear algebra. Topics include vectors, matrices, determinants, systems of linear equations, linear transformations, eigenvalues and eigenvectors. Also covers applications to computer graphics. Prerequisite: MATH:111 Calculus I. 4 SH. CC: *Analytical Thought*.

#### **MATH:203 Math and Music.**

An exploration of the interplay of mathematics and music. Topics such as the Fourier theory of sound, consonance and dissonance scales, temperament, digital signal processing, sound synthesis, twelve tone music theory, and algorithmic composition will be covered in the course. Prerequisites: MATH:112 Calculus II and sophomore standing. Some knowledge of music theory and computer programming would be helpful but is not required. 4 SH. CC: *Interdisciplinary*.

#### **MATH:211 Multivariate Calculus.**

Calculus of several variables, partial derivatives, critical points, multiple integrals, gradient, curl, divergence, Green's Theorem

and Stokes' Theorem. Prerequisites: MATH:112 Calculus II and MATH:201 Linear Algebra. 4 SH.

**MATH:221 Discrete Structures.**

An elementary approach to fundamental algebraic concepts. Emphasizes logic, proof techniques, relations, functions, graphs, Boolean algebra and computer logic. Also stresses modular arithmetic, algebraic structures, counting principles, coding theory and finite state machines. Prerequisite: MATH:111 Calculus I. 4 SH. CC: *Analytical Thought, Writing Intensive.*

**MATH:231 Foundations of Analysis.**

A rigorous study of the theoretical basis of single-variable differential and integral calculus: limits, continuity, differentiation and integration. Prerequisite: MATH:112 Calculus II. 2 SH.

**MATH:235 Artificial Life.**

Science and mathematics describe natural phenomena so well that lines between real-world events and the corresponding theoretical-world events have become blurred. Can computer models simulate key characteristics of life, such as behavior, motivation, reproduction, adaptation, perception and even intelligence? Proponents of strong artificial life believe that computers will eventually serve not only to model life processes but will actually think and be alive. These contentions are compared and contrasted with an emphasis on the current status and future implications of strong artificial life. This course is meant to be accessible to both majors and nonmajors. Same as CSCI:235. Prerequisites: Sophomore standing and, to facilitate an elevated level of class discourse, completion of at least two of the following Central Curriculum requirements: Analytic Thought, Scientific Explanations or Ethics. 4 SH. CC: *Ethics Intensive, Interdisciplinary.*

**MATH:321 Abstract Algebra.**

A more detailed study of algebraic structures. Introduces fundamental concepts of groups, rings and fields. Prerequisites: MATH:201 Linear Algebra and MATH:221 Discrete Structures. 4 SH. CC: *Writing Intensive.*

**MATH:331 Geometry.**

A concentrated study of elementary geometry. Includes Euclidean and non-Euclidean geometries and selected topics such as symmetry, Penrose tilings, fractals, knots, mapmaking and the shape of the universe. Prerequisites: MATH:201 Linear Algebra and MATH:221 Discrete Structures. 4 SH.

**MATH:351 Numerical Computing.**

An introduction to the computational techniques for solving mathematical problems. Topics include roots of nonlinear equations, interpolation, numerical differentiation and integration, and numerical solutions of differential equations. Same as CSCI:351. Prerequisite: MATH:111 Calculus I; MATH:112 Calculus II is suggested. 2 SH.

**MATH:352 Numerical Analysis.**

A theoretical study of the standard numerical techniques for solving mathematical problems. Topics include roots of nonlinear equations, polynomial interpolation, solving systems of equations, numerical integration and numerical solutions of differential equations. Same as CSCI:352. Prerequisites: MATH:112 Calculus II, MATH:201 Linear Algebra and MATH:351 Numerical Computing. 2 SH.

**MATH:353 Differential Equations.**

Introduces theory, basic solution methods, qualitative analysis and applications of ordinary differential equations. Prerequisites: Sophomore standing, MATH:112 Calculus II and MATH:201 Linear Algebra or instructor's permission. 4 SH.

**MATH:355 Operations Research.**

Mathematical models and optimization techniques useful in decision making. Includes linear programming, game theory, integer programming, queuing theory, inventory theory, networks and reliability. Further topics, such as nonlinear programming and Markov chains, as time permits. Same as CSCI:355. Prerequisites: MATH:112 Calculus II, MATH:201 Linear Algebra, MATH:108 Introduction to Statistics and MATH:221 Discrete Structures, or instructor's permission. 4 SH.

**MATH:370 Cryptology and Number Theory.**

Cryptology is the study of hiding the meaning of messages. Cryptology is an interesting venue for the study of its mathematical underpinnings (number theory, matrix algebra, probability and statistics) and as an opportunity to implement techniques by means of computer programs. We consider monoalphabetic and polyalphabetic encryptions, public key cryptography, security, and anonymity. Same as CSCI:370. Prerequisite: MATH:221 Discrete Structures. 4 SH.

**MATH:411 Real Analysis.**

A deeper look at the fundamentals of calculus. Real numbers, point set theory, limits and the theory of continuity, differentiation, and integration. Prerequisites: MATH:112 Calculus II and MATH:221 Discrete Structures. 4 SH.

**MATH:415 Complex Analysis.**

Calculus using complex numbers. Includes power series, analytic functions, poles, residues, contour integrals and applications. Prerequisites: MATH:211 Multivariate Calculus and MATH:221 Discrete Structures. 4 SH.

**MATH:441 Mathematical Statistics.**

A more detailed study of statistics. Topics include probability, multivariate distributions, Bayes' Theorem, statistical inference, estimation, decision theory, hypothesis testing, linear models and experimental design. Prerequisites: MATH:211 Multivariate Calculus and MATH:108 Introduction to Statistics. 4 SH.

**MATH:482 Theory of Computation.**

An introduction to the classical and contemporary theory of computation. Topics include the theory of automata and formal languages, computability by Turing machines and recursive functions, computational complexity, and possibly quantum computers. Same as CSCI:482. Prerequisites: MATH:221 Discrete Structures and CSCI:281 Data Structures. 2 SH.

**MATH:500 Senior Colloquium.**

Experience in individual research and presentation of topics in mathematics. The one-semester-hour version culminates in a presentation to an audience of faculty and students. The two-semester-hour version also includes a paper. Prerequisite: Senior major or department permission. 1 or 4 SH. *The 4 SH version satisfies the capstone requirement. CC: Oral Intensive for the 4-SH.*

**MATH:501 Topics in Mathematics.**

Subject depends on students' and instructor's interests. Possibilities include number theory, set theoretic foundations of mathematics, topology, graph theory, differential geometry and applied mathematics. Whether the course counts as a 400-level course for majors will be announced along with the course description. Prerequisite: Instructor's permission. 2 or 4 SH.

**MATH:502 Independent Study.**

Individual work for capable students under faculty supervision. Scheduled courses are approved for independent study only under extraordinary circumstances. Whether the course counts as a 400-level course for majors will be decided on an individual basis. Prerequisite: Department approval and instructor's consent. 2 or 4 SH.

**MATH:503 Independent Research.**

A research project leading to a substantive paper on a selected topic in mathematics. By arrangement with a department instructor. Prerequisites: Junior or senior standing and department permission. 2 or 4 SH.

**MATH:599 Mathematics Internship.**

Full-time mathematics-related employment at an industrial firm or a public service organization. Prerequisites: Senior standing, appropriate mathematics background courses and department internship coordinator's permission. S/U grade. 2, 4 or 8 SH.

## Modern Languages

### Modern Languages Faculty

**Professor of German Susan M. Schürer** holds a Ph.D. from the University of North Carolina at Chapel Hill. Her specialties include German literature and film, Renaissance family history and business German. She also has a special interest in Pennsylvania German life and letters.

**Associate Professor of Spanish Wanda Cordero-Ponce** earned her Ph.D. at The Pennsylvania State University. Her academic interests include second-language acquisition, teaching methodology, reading in a second/foreign language, and Spanish/French language and culture.

**Associate Professor of Spanish Amanda Meixell**, department chair, earned her Ph.D. in Spanish at The Pennsylvania State University. Her academic interests include medieval and golden age Spanish literature.

**Associate Professor of French Lynn Palermo** has a Ph.D. in French studies from The Pennsylvania State University. Her academic interests include translation and French and Francophone literature and culture, especially the decorative and fine arts, architecture, literature and cultural politics since the Third Republic.

**Assistant Professor of Italian Daryl Rodgers** holds a Ph.D. in Italian linguistics from the University of Illinois. His academic interests include Italian language and culture; second-language acquisition (SLA), with particular focus on classroom-based SLA; and language pedagogy, with particular focus on content-based instruction.

**Assistant Professor of French Sandrine Siméon** holds a Ph.D. in French studies from The Pennsylvania State University. Her research interests include early modern literature, theatre, film and the practice of filming theatre.

**Assistant Professor of Spanish Megan Kelly** holds a Ph.D. in Spanish from The University of Illinois at Urbana-Champaign. Her research interests include modern peninsular literature, particularly the literary and cultural production of the late 19th and early 20th centuries.

**Lecturer Kimberly Kaler** received her M.Ed. in curriculum and instruction from Bloomsburg University. She teaches beginning and intermediate Spanish language courses.

**Modern Language Fellows.** A special feature of language study at Susquehanna is the opportunity for students to interact with visiting instructors from other countries. The fellows teach introductory language classes, act as teaching assistants in upper-level courses, and join students in weekly language tables and club activities.

## Modern Language Studies

**Modern Language Major.** Students with a major in French, German, Italian or Spanish complete at least 28 semester hours above the 201 level with grades of C- or better. Students placed at the 300 level complete 24 credits at the 300 and 400 levels with grades of C- or better. At least one course in the target language must be at the 400 level. The Independent Study (542) in all languages may also be counted toward the major and minor. French, Italian and German require one related history course. Spanish requires one course in Latin American history. All majors complete the capstone, which is composed of two elements: (1) a 400-level course in the language of study to be taken after completing a semester abroad, typically during senior year; and (2) a language proficiency evaluation (FRNC:599, GERM:599, ITAL:599, SPAN:599), which they must pass in their final semester. This second part of the capstone is evaluated on a satisfactory/unsatisfactory basis.

All of the modern language majors require one semester of study abroad in a country where the language of study is spoken. Most students majoring in a language also have a second major. Almost any other major on campus can be combined with language studies. After returning from a year or semester of study abroad, majors must take at least one regularly scheduled 300- or 400-level language course at Susquehanna before graduating.

**Minor in French, German, Italian or Spanish.** Students minoring in French, German, Italian or Spanish complete, with grades of C- or better, 16 semester hours above 201. Students placed at the 300 level complete 12 credits at the 300 level with grades of C- or better.

**Teacher Certification.** Students preparing for certification to teach French, German or Spanish in public schools must maintain a minimum 3.00 GPA in the major. Additional Department of Education requirements and procedures for certification are described in the education department section on page 74.

### Learning goals:

- Students will be able to communicate proficiently in the target language, using all major time frames (past, present and future).
- Students will be able to read and comprehend the main ideas of literary and cultural texts in the target language.
- Students will be able to write about a range of cultural and literary topics and issues in the target language, using all major time frames.
- Students will acquire and use factual information in the target language to gain critical insight into perspectives relating to the cultures in which their language of study is widely spoken.

**Departmental Honors.** The departmental honors option recognizes outstanding work in a modern language. To graduate with honors, majoring students must do the following:

- Receive an invitation to enter the program in the senior year,
- Maintain a GPA of 3.50 in the department and 3.30 overall,
- Declare an honors adviser by the end of the first week of the fall/spring semester of the senior year,
- Develop and submit honors-quality senior research by April 15 (usually as part of a seminar, research or independent study course), and
- Present their papers for discussion with faculty or at Senior Scholars Day.

Work not meeting the standards for departmental honors may be applied to the regular major.

**Placement.** Scores received on pre-enrollment language-proficiency examinations and nationally recognized achievement tests help determine placement level or exemption without credit from the university's Central Curriculum language requirement. Students who score 4 or 5 on the National Advanced Placement examination receive the equivalent of four semester hours of course credit and are placed in a 300-level course in recognition of their accomplishment.

**Language placement scores are valid for two years:**

#### **German 102 and Spanish 104**

*Students who do not complete the course in which they were placed within two years must retake the online language placement exam to determine their appropriate placement after the lapsed time. Contact Charity Ney at ney@susqu.edu.*

#### **Chinese, French and Italian 102**

*Students who do not complete the course in which they were placed within two years must contact the language coordinator to determine their appropriate placement after the lapsed time.*

Language coordinators:

- Chinese: Amanda Meixell at meixell@susqu.edu
- French: Lynn Palermo at palermo@susqu.edu
- Italian: Daryl Rodgers at rodders@susqu.edu

The Department of Modern Languages encourages students who exempt the foreign language Central Curriculum requirement to continue their language study by enrolling in the course into which they have been placed at the 201 level or above. Upon successful completion of that course with a grade of B- or above, such students will earn a total of eight semester hours of credit: four semester hours for the upper-level course and four semester hours of (ungraded) advanced study credit in recognition of their advanced achievement. This option is not available to students who are transferring equivalent language coursework from another college. Advanced study credit may not be used to satisfy the requirement for a major or minor program.

## Modern Languages Courses

### Chinese

#### **CHNS:101-102 Beginning Chinese I-II.**

Introduces students to short conversations in standard (Mandarin) Chinese while laying foundations for further studies of the language. Includes standard pronunciation, basic vocabulary and writing simple statements. Explores the systems of language and culture of the Chinese people. 4 SH each. CC: *Foreign Language for CHNS:102*

#### **CHNS:201 Intermediate Chinese I: Language and Culture.**

Review and expansion of elementary-level skills to intermediate level. Focus on developing skills needed to improve listening, speaking, reading and writing. Topics include culture and civilization with emphasis on current issues, comparisons to own cultures and interdisciplinary perspectives. Prerequisite: CHNS:102 or equivalent department-approved proficiency. 4 SH.

### French

For a minor in French, students complete FRNC:202, FRNC:301, FRNC:302 and a 300-level topics course. For a major in French, students complete FRNC:202, FRNC:301 and FRNC:302, one course in French or European history, a semester abroad in a French-speaking country; and the capstone, which is composed of two elements: (1) a 400-level course typically taken during the senior year and (2) a language proficiency evaluation in their final semester.

#### **FRNC:101 Beginning French I.**

Intended for both students who are new to the language and students with limited previous experience in the language who have placed into the first-semester level. Focuses on acquisition of core vocabulary and structures useful for completing conversational and writing tasks associated with daily life. Also, development of strategies for reading short, authentic texts in the target language. Includes study of cultural topics. 4 SH.

#### **FRNC:102 Beginning French II.**

Continuation of Beginning French I with emphasis on development and application of speaking, listening, reading and writing skills. Individual and group projects center on cultural dimensions of France and the French-speaking world. Prerequisite: FRNC:101, placement by examination or equivalent department-approved proficiency. 4 SH. CC: *Foreign Language*

#### **FRNC:201 Intermediate French I: Language and Culture.**

Expansion of elementary-level skills to intermediate level. Includes discussion of culture and civilization with an emphasis on current issues. Prerequisite: FRNC:102, placement by

examination or equivalent department-approved proficiency. 4 SH.

**FRNC:202 Intermediate French II: Language and Culture.**

The first course in the French major/minor, FRNC:202 focuses on broadening and deepening all skills: speaking, listening, reading and writing in preparation for study at the advanced level. Cultural study emphasizes the larger French-speaking world. Prerequisite: FRNC:201, placement by examination or department-approved proficiency. 4 SH CC: *Diversity Intensive*.

**FRNC:301 Advanced Conversation and Phonetics.**

Focus on development of oral expression through role play, storytelling and discussion/debate of a variety of current issues in France and the larger Francophone world. Intensive work on pronunciation and intonation. Prerequisite: FRNC:202, placement by examination or equivalent department-approved proficiency. 4 SH. CC: *Team Intensive*.

**FRNC:302 Advanced Composition and Grammar.**

Intensive focus on written expression, including study of language as a system. Includes extensive writing, using a process oriented approach. Development of critical thinking skills through analysis of literary texts, film, translation, etc. Prerequisite: FRNC:202 or department-approved proficiency. 4 SH.

**FRNC:310 French/Francophone Literary and Cultural or Film Studies.**

Topics vary each semester. Students may take more than one 300-level topics course. Critical study of particular cultural and literary themes and topics related to France and the French-speaking world. Approach and projects will vary with course topics. Prerequisite: FRNC:301 or FRNC:302, or department-approved proficiency. 2–4 SH.

**FRNC:320 French/Francophone Film Studies.**

Critical study of particular themes or topics related to cinema of the French-speaking world. Approach and projects will vary with course topics. Prerequisite: FRNC:301 or FRNC:302, or department-approved proficiency. 2–4 SH.

**FRNC:460 Seminar on French and Francophone Literature and Culture or Film.**

Topics vary each semester. Students may take more than one 460 seminar. These seminars explore selected topics in depth and from the perspective of more than one discipline. Includes discussion of theory and research methods. Research project is a central component of this course. Prerequisite: Completion of semester study abroad. 4 SH. *Capstone*. CC: *Interdisciplinary, Oral Intensive, Writing Intensive*.

**FRNC:501 Internship.**

Supervised employment in a foreign language environment. Prerequisite: Department permission. 4–8 SH.

**FRNC:542 Independent Study.**

Prerequisites: 48 semester hours, a cumulative 3.00 or higher GPA and approval of supervising professor and course area department head. 1–4 SH.

**FRNC:599 Senior Language Proficiency Evaluation.**

Noncredit. Required for all majoring students. Individually scheduled. Taken only in the student's final semester prior to graduation. Graded on a satisfactory/unsatisfactory basis.

**FRNC:600 Practicum.**

1 SH.

## German

For a minor in German, students complete GERM:202 and three 300-level courses. For a major, students complete GERM:202 and 24 credits at the 300- and 400-level; one course in European history; a semester abroad in a German-speaking country; and the capstone, which is composed of two elements: (1) a 400-level course typically taken during the senior year and (2) a language proficiency evaluation in their final semester.

**GERM:101-102 Beginning German I-II.**

Intended both for students with previous experience in the language but who have not placed above the first-semester level and for students new to the language. Focuses on conversations to acquire a useful core vocabulary, reading graded prose and writing brief sentences. Explores the systems of language, culture and civilization of German-speaking peoples. 4 SH each. CC: *Foreign Language for GERM:102*

**GERM:201 Intermediate German I: Language and Culture.**

Review and expansion of elementary-level skills to intermediate level. Focus on developing skills needed to improve listening, speaking, reading and writing. Topics include culture and civilization with emphasis on current issues, comparisons to own cultures and interdisciplinary perspectives. Prerequisite: GERM:102, placement by examination or equivalent department-approved proficiency. 4 SH.

**GERM:202 Intermediate German II: Language and Culture.**

Extensive review and expansion of elementary-level skills. Focus on improving all skills: listening, speaking, reading and writing. Also includes culture and civilization. Prerequisite: GERM:201, placement by examination or department-approved proficiency. 4 SH. CC: *Diversity Intensive, Team Intensive*.

**GERM:301 German Composition and Conversation.**

Language skill development, emphasizing formal speaking and short essay writing. Includes cultural and/or literary materials. Prerequisite: GERM:202 or equivalent department-approved proficiency. 4 SH.

**GERM:303 Introduction to Business German.**

Fundamental business vocabulary and conversation, German business practices and the European community. (Not intended

to duplicate or extend coursework in the Sigmund Weis School of Business.) Includes international career research. Prerequisite: GERM:202, a 300-level course or department-approved proficiency. 4 SH. CC: *Oral Intensive*.

**GERM:404 Multicultural German Literature.**

A survey of multicultural German literature, including but not limited to the following groups: Gastarbeiter and Turkish-, Arabic-, Afro-, Rumanian-, and Jewish-German. Emphasis on living authors. Prerequisite: A 300-level course or department-approved proficiency. 4 SH. Capstone. CC: *Oral Intensive, Writing Intensive*.

**GERM:460 Seminar in German Studies.**

Explores selected topics in depth. Research paper required. Prerequisite: A 300-level course or department-approved proficiency. 4 SH. Capstone. CC: *Oral Intensive, Writing Intensive*.

**GERM:461 German Theatre and Film.**

Overview of development and criticism of theatre and film in the German-speaking countries. Covers the Reformation Fastnachtspiele to the present. Prerequisite: A 300-level course or department-approved proficiency. 4 SH. Capstone. CC: *Oral Intensive, Writing Intensive*.

**GERM:503 Internship.**

Supervised employment in an appropriate foreign language environment. Prerequisite: Department permission. 4-8 SH.

**GERM:542 Independent Study.**

Prerequisites: 48 semester hours, a cumulative 3.00 or higher GPA and approval of supervising professor and course area department head. 1-4 SH. Counts toward the major or minor.

**GERM:599 Senior Language Proficiency Evaluation.**

Noncredit. Required for all majoring students. Individually scheduled. Taken only in the student's final semester prior to graduation. Graded on a satisfactory/unsatisfactory basis.

**GERM:600 Practicum.**

1 SH.

## Italian

For a minor in Italian, students complete ITAL:202 and three 300-level courses. For a major, students complete ITAL:202 and 24 credits at the 300- and 400-level; one course in European history; a semester abroad in Italy; and the capstone, which is composed of two elements: (1) a 400-level course typically taken during the senior year and (2) a language proficiency evaluation in their final semester.

**ITAL:101-102 Beginning Italian I-II.**

Intended both for students with previous experience in the language but who have not placed above the first-semester level and for students new to the language. Focuses on acquisition of

core vocabulary and structures necessary for carrying out short conversations, reading graded prose and writing brief sentences associated with daily life. Also explores aspects of Italian civilization and culture. 4 SH each. CC: *Foreign Language for ITAL:102*

**ITAL:201 Intermediate Italian I: Language and Culture.**

Review and expansion of elementary-level skills to intermediate level. Focus on developing skills needed to improve: listening, speaking, reading and writing. Topics include culture and civilization with emphasis on current issues, comparisons to own cultures and interdisciplinary perspectives. Prerequisite: ITAL:102, placement by examination or equivalent department-approved proficiency. 4 SH.

**ITAL:202 Intermediate Italian II: Language and Culture.**

A content-based course focused on continued development of all four skills through a study of various aspects of Italian culture and civilization. Particular emphasis on reading and writing, building content-specific vocabulary, and reviewing principle grammatical structures. Prerequisite: ITAL:201 or equivalent department-approved proficiency. 4 SH.

**ITAL:301 Advanced Conversation and Oral Expression.**

This course stresses the development of oral proficiency in all registers, from informal conversational settings to formal oral presentations. Culturally authentic materials found in written texts, film, oral interviews with native speakers and online resources will be used to develop proficiency in speaking and listening. Speaking will also be reinforced through a focus on pronunciation, frequent writing exercises and a review of problematic grammatical structures. Prerequisite: ITAL:202 or equivalent department-approved proficiency. 4 SH.

**ITAL:302 Advanced Grammar and Written Expression.**

This course stresses the development of functional linguistic abilities through the contextualized study of the main grammatical structures of modern Italian. Focus is also given to expanding vocabulary and improving writing skills through exposure to a variety of authentic texts. This course is designed for the student who already has a functional command of the language and a grasp of the basic structures of Italian grammar. Prerequisite: ITAL:202 or equivalent department-approved proficiency. 4 SH.

**ITAL:310 Topics in Italian Literature, Culture and Film.**

Critical study of particular topics related to Italian literature, culture and film. Themes will vary according to the interest and expertise of the instructor. Lectures, discussion and readings in Italian. Prerequisite: ITAL:301 or ITAL:302 or equivalent department-approved proficiency. 4 SH.

**ITAL:311 Topics in Italian Language and Linguistics.**

In-depth study of particular topics related to Italian language and linguistics. Themes will vary according to the interest and expertise of the instructor. Lectures, discussions and readings in

Italian. Prerequisite: ITAL:301 or ITAL:302 or equivalent department-approved proficiency. 4 SH.

**ITAL:460 Seminar in Italian Literature, Culture and Film.**  
Explores selected topics in Italian literature, culture and film in depth. Research paper required. Prerequisite: ITAL:301 or ITAL:302 or equivalent department-approved proficiency. 4 SH. Capstone. CC: Oral Intensive, Writing Intensive.

**ITAL:461 Seminar in Italian Language.**  
In-depth examination of selected topics in Italian language and linguistics. Research paper required. Prerequisite: ITAL:301 or ITAL:302 or equivalent department-approved proficiency. 4 SH. Capstone. CC: Oral Intensive, Writing Intensive.

**ITAL:542 Independent Study.**  
Prerequisites: 48 semester hours, a cumulative 3.00 or higher GPA, and approval of supervising instructor and course area department head. 1-4 SH. Counts toward the major or minor.

**ITAL:599 Senior Language Proficiency Evaluation.**  
Noncredit. Required for all majoring students. Individually scheduled. Taken only in the student's final semester prior to graduation. Graded on a satisfactory/unsatisfactory basis.

## Spanish

Students minoring in Spanish complete SPAN:202, SPAN:301 and SPAN:302 plus another course at the 300 level. Students majoring in Spanish complete SPAN:202, SPAN:301, SPAN:302; a course in Latin American history; a semester abroad in a Spanish-speaking country; and the capstone, which is composed of two elements: (1) a 400-level course typically taken during the senior year and (2) a language proficiency evaluation in their final semester. Finally, majors complete one course in each of the three geographical areas where Spanish is most widely spoken: Spain, Spanish America and the United States.

**SPAN:101 Beginning Spanish I.**  
Intended for students with *no previous experience* in the language. An introduction to speaking, reading, listening and writing in Spanish. Skills-oriented, including grammatical structures, plus civilization and culture. SPAN:104 is the next level. 4 SH.

**SPAN:103 Introduction to College Spanish I.**  
Intended for students *with previous experience* in the language who have not placed above the first-year level. An introduction to speaking, reading, listening and writing in Spanish. Skills-oriented, including grammatical structures, plus civilization and culture. SPAN:104 is the next level. 4 SH.

**SPAN:104 Introduction to College Spanish II.**  
Continuation of SPAN:103 and SPAN:101. Further development of speaking, reading, writing, listening and cultural skills at the

introductory level. Prerequisite: SPAN:101, SPAN:103 or placement by examination or equivalent department-approved proficiency. The next level is SPAN:201. 4 SH. CC: Foreign Language

**SPAN:105 Super Spanish.**  
Intended for students with previous experience in the language but who have not placed above the first-year level. Two semesters normally covered in SPAN:103-104 are covered in one summer session of SPAN:105. Through a variety of activities, the course focuses on further development of speaking, reading, writing and listening skills, along with any necessary review to prepare students to continue with language at the 200 level. The next level is SPAN:201. 4 SH. CC: Foreign Language

**SPAN:201 Intermediate Spanish I: Language and Culture.**  
Review and expansion of elementary-level language and cultural skills to the intermediate level. Prerequisite: SPAN:104, SPAN:105, placement by examination or equivalent department-approved proficiency. 4 SH.

**SPAN:202 Intermediate Spanish II: Language and Culture.**  
A continuation of SPAN:201 and the first course for the minor and major, this course focuses on grammar structures not covered in 201 and further develops students' language and cultural skills at the intermediate level in preparation for 300-level coursework. Topics of current interest in the Hispanic world form the basis of course activities. Prerequisite: SPAN:201 or equivalent department-approved proficiency. 4 SH.

**SPAN:301 Advanced Conversation and Oral Expression.**  
Develops communicative abilities at the advanced level along with knowledge of the Hispanic world. Emphasis on building oral proficiency. Prerequisite: SPAN:202 or equivalent department-approved proficiency. *Required for the major.* 4 SH.

**SPAN:302 Grammar and Composition.**  
Reinforces the fundamental grammar studied previously and introduces more advanced structures. Emphasis on development of writing skills. Prerequisite: SPAN:202 or equivalent department-approved proficiency. *Required for the major.* 4 SH.

**SPAN:305 Spanish for the Service Professions.**  
Emphasizes language skills for professionals in education, health care, personnel or welfare. Readings from sociological, cultural and technical sources and interviews in and out of class with native speakers. Includes a service-learning component, which requires substantial student interaction with Spanish-speaking individuals outside of class. Prerequisite: SPAN:302 or equivalent department-approved proficiency. 4 SH.

**SPAN:310 Topics in Hispanic Culture.**  
In-depth study of a selected topic of interest for both majors and minors. Prerequisites: SPAN:301 and 302 or equivalent department-approved proficiency. 2-4 SH.

**SPAN:350 Introduction to Hispanic Literature.**

Reading and discussion of selected texts. Includes historical and cultural contexts, literary terminology, and critical theory. Prerequisites: SPAN:301 and 302 or equivalent department-approved proficiency. 4 SH.

**SPAN:401 Advanced Spanish Language.**

Linguistic analysis of fundamental grammatical structures of Spanish. Frequent oral and written reports. Prerequisite: Junior or senior standing or equivalent department-approved proficiency. 4 SH. CC: *Oral Intensive, Writing Intensive.*

**SPAN:445 Seminar in Peninsular Spanish Studies.**

In-depth study of a selected topic of interest for majors. Research paper required. Prerequisite: Senior standing or equivalent department-approved proficiency. 4 SH. Capstone. CC: *Oral Intensive, Writing Intensive.*

**SPAN:447 Seminar in Hispanic-American Studies.**

In-depth study of a selected topic of interest for majors. Hispanic-American encompasses both Spanish America and Hispanic cultures in the United States. Prerequisite: Senior standing or equivalent department-approved proficiency. 4 SH. Capstone. CC: *Oral Intensive, Writing Intensive.*

**SPAN:503 Internship.**

Supervised employment in an appropriate foreign language environment. Prerequisite: Department permission. 4-8 SH.

**SPAN:542 Independent Study.**

Prerequisites: 48 semester hours, a cumulative 3.00 or higher GPA, and approval of supervising instructor and course area department head. 1-4 SH. *Counts toward the major or minor.*

**SPAN:599 Senior Language Proficiency Evaluation.**

Noncredit. Required for all majoring students. Individually scheduled. Taken only in the student's final semester prior to graduation. Graded on a satisfactory/unsatisfactory basis.

**SPAN:600 Practicum.**

1 SH.

## Courses taught in English

**LANG:210 Crossing Cultures through Literature.**

As the reflective component of the cross-cultural requirement, this course explores notions of cultural interpretation and difference through study of literary texts in English translation. By comparing multiple English translations of a single text, students reflect on ethnocentric assumptions with respect to their own cultural filter and its influence on their interpretation of the cultures in which they were immersed. Finally, students consider the responsibilities inherent in translating their own experience to others. Same as OFFR:210. Prerequisite: Successful completion of a semester-long study program or instructor approval. 4 SH. CC: *Cross-Cultural Reflection, Ethics Intensive.*

**LANG:503 Classroom Assistant.**

An opportunity for students to collaborate with a professor by assisting in one of the language courses offered through the Modern Languages Department to gain insight into language learning and teaching. Expectations and responsibilities will vary depending on the course in question, the needs of the professor and the goals of the student. Generally, they will include attendance and participation in the class in which the student is assisting and regular meetings with the supervising instructor. This course may be taken multiple times for credit. Prerequisites: A minimum of one semester abroad in a program in which all coursework is done in the target language; approval by the supervising instructor. 1-2 SH.

# Music

## Music Faculty

**Associate Professor Joshua Davis** holds a D.M.A. in composition from the University of Maryland. He teaches double bass, world music, improvisation and jazz history, and directs the big band and small jazz ensembles.

**Associate Professor Eric Hinton** holds a Ph.D. from the Birmingham Conservatoire in the U.K. He conducts the Wind Ensemble, Symphonic Band and Stadium Band and teaches trumpet, instrumental conducting and brass instrument pedagogy.

**Associate Professor Marcos Krieger** holds a D.M.A. from the University of Nebraska. He teaches organ, harpsichord, music history and ear training.

**Associate Professor Gail Levinsky** holds a D.M. from Northwestern University. She teaches applied studies in saxophone, saxophone ensemble and instrumental pedagogy, as well as music education courses.

**Associate Professor Patrick Long** holds a D.M.A. from the Eastman School of Music. He teaches composition, music theory and music technology.

**Associate Professor Valerie Martin**, dean of the School of Arts and Sciences, holds a D.M.A. from the University of Alabama. Her specialty is wind conducting.

**Associate Professor Naomi Niskala** holds a D.M.A. from Stony Brook University and an artist diploma from the Yale School of Music. She teaches applied piano and music theory courses.

**Associate Professor David Steinau**, department head, holds a D.M.A. from the University of Illinois at Urbana-Champaign. He directs the Opera Studio and teaches voice, vocal literature and 20th-century theory.

**Associate Professor Julia Brasher Thorn** is director of choral activities and holds the Cyril M. Stretansky Distinguished Professorship Chair in Choral Music. Her D.M.A. in conducting is from the University of Alabama.

**Associate Professor Nina Tober** holds a D.M.A. from Claremont Graduate University. A concert performer and past winner of the Metropolitan Opera auditions, she teaches voice, diction and vocal pedagogy.

**Associate Professor Jennifer Sacher Wiley** holds a D.M.A. from the University of Minnesota. She teaches violin, violin pedagogy and Survey of World Music.

**Assistant Professor Gregory Grabowski** is completing a D.M.A. at the University of North Texas. He directs the University Orchestra.

**Assistant Professor Jason Vodicka** holds a D.M.A. from the University of Georgia. He serves as coordinator of music education and directs the University Chorale.

**Lecturer in Music Ilya Blinov** holds a D.M.A. from the University of Michigan. He is the department's staff accompanist and also teaches collaborative piano, piano studio and Introduction to Music.

**Part-time Faculty.** Professional musicians from throughout the region are hired to teach lessons and classes. Studio faculty members are announced on a semester-by-semester basis in registration schedules.

## Music Studies

### Learning goals:

- Performance—Students integrate technical skills and knowledge to be able to complete a successful performance in a particular area of concentration.
- Aural skills and analysis.
- Music history—Students can place music in historical, cultural and stylistic contexts.
- Composition and improvisation.
- Technology—Students identify and employ appropriate technology applicable to their area of specialization.
- Synthesis—Students integrate their music studies through a means appropriate to their curriculum.

**Music Opportunities for Non-Music Majors.** The department provides a variety of music opportunities for all students, regardless of their majors and career goals. Nonmajors may take upper-level music courses with permission of the instructor. The department also welcomes nonmajors in performing groups and private study upon a successful audition or permission from the instructor.

**Career and Graduate Study Options and Outcomes.** Graduates of the bachelor of music programs typically teach music within the northeastern region of the country or choose to pursue graduate study at major public and private universities. Graduates with the Bachelor of Arts degree either pursue graduate study or find employment in a broad range of music-related fields, such as arts management, theatre, music composition/arranging, business, sound and recording industry, public relations, newspapers, magazines, radio and television, sales, and consulting.

**Bachelor of Music in Music Education.** Susquehanna University believes that educators need to demonstrate professional knowledge and skills in the following four domains of teaching: (1) preparation and planning, (2) instruction and assessment, (3) creating a classroom environment of respect and rapport, and (4) professional responsibility. Collaborative programs between the university and area schools afford a variety of opportunities to

develop and demonstrate professional knowledge and teaching skills. Candidates in the Bachelor of Music in music education degree complete the university Central Curriculum requirements plus the following courses with a minimum GPA of 3.00. Piano and organ concentrates must choose to follow the vocal emphasis or instrumental emphasis requirements. The major lesson is in piano or organ, with the major ensemble corresponding to the emphasis selected. Regardless of the emphasis selected, all piano and organ concentrates are required to take MUSC:039 Voice Class.

**Application to the Teacher Education Program.** Students seeking admission to Susquehanna University's teacher education program must meet requirements of both the teacher education program and the Pennsylvania Department of Education and formally apply to the university's Department of Education. Application forms are available in the university's Department of Education office. Acceptance into the program is determined by the teacher education program. The Department of Education reserves the right to determine eligibility on a case-by-case basis. Students may apply for admission to the teacher education program as early as the spring semester of their sophomore year. Students must apply and be admitted no later than the second semester of their junior year.

Requirements for admission to the teacher education program include the following:

- Completion of at least 48 semester hours of coursework, including:
  - Three semester hours of English composition
  - Three semester hours of English/American literature
  - Six semester hours of college-level mathematics;
- A cumulative GPA of 3.00 or a cumulative GPA of 2.80 and successful completion of Praxis I examinations;
- Completion of one 40-hour externship (see below), with completed forms returned to the Career Development Center;
- Current Act 34 and Act 151 clearances and fingerprinting;
- Two letters of reference from university faculty; and
- Submission of a completed Department of Education application form.

**Students who have not been formally admitted into the teacher education program may not take more than 12 semester hours of education courses (including music education courses) without written permission from the coordinator of music education.** Transfer students who wish to enter the program are evaluated on an individual basis by the coordinator of music education in consultation with the music education committee and the head of the department.

The Department of Music faculty, in consultation with the head of the Department of Education, reserves the right to make a judgment on the suitability of students for professional teaching practice. Practicum students and student teachers must follow

the policies of the host school district. Practicum students and student teachers will be removed from a school site by a building administrator who gives as reason, therefore, one of the following: unsatisfactory teaching performance; immorality; incompetence; intemperance; cruelty; persistent negligence in the performance of duties; willful neglect of duties; physical or mental disability as documented by competent medical evidence, which after reasonable accommodation of such disability as required by law substantially interferes with the student teacher's ability to perform essential functions of student teaching; conviction of a felony or misdemeanor; or persistent and willful violation of or failure to comply with the school laws of this commonwealth, including official directives and established policy of the board of directors. A student asked to leave a school site will be assigned a grade by the faculty based on the work completed and evaluations from the host district.

Each course below must be completed with a minimum grade of C-.

semester hours

12	<i>Music Literature</i>
2	MUSC:152 Survey of World Music
4	MUSC:245 The Music of the Medieval, Renaissance and Baroque Eras
4	MUSC:250 The Music of the Classic and Romantic Eras
2	MUSC:350 20th-century Music
16	<i>Music Theory</i>
2	MUSC:161 Theory I: Diatonic Harmony
2	MUSC:162 Theory II: Chromatic Harmony
2	MUSC:163 Ear Training I
2	MUSC:164 Ear Training II
2	MUSC:261 Theory III: Advanced Tonal Harmony
2	MUSC:262 Theory IV: Form and Analysis
2	MUSC:263 Ear Training III
2	MUSC:363 Theory V: Modality, Set Theory and Serialism
34	<i>Education</i>
4	EDUC:250/PSYC:250 Educational Psychology
2	MUED:200 Historical and Philosophical Foundations of Public School Education and Music Education
2	MUED:339 Public School Music I: Foundations, Standards and Curriculum
2	MUED:340 Public School Music II: Assessment, Inclusion and Practicum
2	MUED:345 Instrumental Music Education Methods and Practicum
2	MUED:351 Choral Music Education Methods and Practicum
4	MUED:355 Music for Exceptional Children

- 0\* MUED:400:01 Student Teaching
- 4\* MUED:400:02 Classroom Performance
- 4\* MUED:400:03 Classroom Management
- 4\* MUED:400:04 Preparation and Planning
- 2\* MUED:405 Student Teaching Seminar
- 2 MUED:406 Organization and Administration of Public School Music

(\* indicates capstone)

- 4 *Conducting*
  - 2 MUSC:369 Beginning Conducting
  - 2 MUSC:371 Instrumental Conducting (instrumental emphasis)
  - 2 MUSC:372 Choral Conducting (vocal emphasis)
- 31-34 *Applied Music and Other Courses (vocal emphasis 31 SH; instrumental emphasis 34 SH)*
  - 14 Major Lesson (seven semesters)
  - 1 MUSC:034 Piano Class I (not required of keyboard concentrates)
  - 1 MUSC:035 Piano Class II (not required of keyboard concentrates)
  - 1 MUSC:037 Piano Class III
  - 1 MUSC:038 Piano Technique (for piano concentrates only)
  - 1 MUSC:039 Voice Class (instrumental and keyboard concentrates)
  - 1 MUED:040 Brass Class I
  - 1 MUED:041 Woodwind Class I
  - 1 MUED:042 String Class I
  - 1 MUED:043 Percussion Class
  - 1 MUED:046 Brass Class II (instrumental emphasis)
  - 1 MUED:047 Woodwind Class II (instrumental emphasis)
  - 1 MUED:048 String Class II (instrumental emphasis)
  - 2-3 MUSC:066 Collaborative Piano (keyboard concentrates only) (third semester for keyboard concentrates who are exempt from MUSC:037)
  - 1 MUSC:077 Training Ensemble
  - 1 MUSC:084 Diction I (vocal emphasis)
  - 7 Large Ensemble (seven semesters)
  - 0 MUSC:503 Half Recital
  - 0 MUSC:555 Forum (seven semesters)

Candidates complete the university Central Curriculum requirements plus the following courses with a minimum grade average of C (2.00 GPA). Each course below must be completed with a minimum grade of C-.

- semester hours
- 12 *Music Literature*
  - 2 MUSC:152 Survey of World Music
  - 4 MUSC:245 The Music of the Medieval, Renaissance and Baroque Eras
  - 4 MUSC:250 The Music of the Classic and Romantic Eras
  - 2 MUSC:350 20th-century Music
- 16 *Music Theory*
  - 2 MUSC:161 Theory I: Diatonic Harmony
  - 2 MUSC:162 Theory II: Chromatic Harmony
  - 2 MUSC:163 Ear Training I
  - 2 MUSC:164 Ear Training II
  - 2 MUSC:261 Theory III: Advanced Tonal Harmony
  - 2 MUSC:262 Theory IV: Form and Analysis
  - 2 MUSC:263 Ear Training III
  - 2 MUSC:363 Theory V: Modality, Set Theory and Serialism
- 2 *Conducting*
  - 2 MUSC:369 Beginning Conducting
- 18 *Applied Music*
  - 16 Major Lesson (eight semesters)
  - 0 MUSC:503 Half Recital
  - 2 MUSC:500 Full Recital (capstone)
  - 0 MUSC:555 Forum (eight semesters)
- 12 *Specialized Courses*
  - 2 MUSC:361 Counterpoint
  - 2 MUSC:399 Pedagogy (appropriate to applied area)
  - 2 MUSC:450 Topics in Music Literature (appropriate to applied area)
  - 6 Selected Topics, to be chosen from:
    - 1 MUSC:079 Improvisation (a total of 2 semester hours of Improvisation may be applied toward the Specialized Courses requirement)
    - 2 MUSC:370 Orchestration
    - 2 MUSC:372 Choral Conducting
    - 2 MUSC:371 Instrumental Conducting
    - 4 PHIL:235 Aesthetics

Plus the following courses determined by student's specialization and prescribed by the major adviser:

- 15 *Other Courses, Vocal Concentrates*

**Bachelor of Music in Performance.** Music students who desire a specialized emphasis in performance may choose this degree option. Accepted majors possess superior skill in the given performance area and demonstrate that skill at forums and recitals. Students who complete this program typically continue study at the graduate level and/or teach in a private studio.

1	MUSC:034 Piano Class I	2	MUSC:163 Ear Training I
1	MUSC:035 Piano Class II	2	MUSC:164 Ear Training II
1	MUSC:037 Piano Class III	2	MUSC:261 Theory III: Advanced Tonal Harmony
1	MUSC:084 Diction I	2	MUSC:262 Theory IV: Form and Analysis
1	MUSC:085 Diction II	2	MUSC:263 Ear Training III
8	Large Ensemble (eight semesters)	2	MUSC:363 Theory V: Modality, Set Theory and Serialism
2	Medium/Small Ensemble	2	MUSC:361 Counterpoint
12-13	<i>Other Courses, Keyboard Concentrates</i>	2	MUSC:370 Orchestration
1	MUSC:037 Piano Class III (if exempt, MUSC:066 is required)	5-6	<i>Skills</i>
5	Collaborative/Medium/Small Ensemble	1	MUSC:170 Introduction to Music Technology
4	Large Ensemble (four semesters)	2	MUSC:369 Beginning Conducting
2	Applied Secondary Keyboard	1	MUSC:034 Piano Class I (instrumental/vocal concentrates)
1	MUSC:038 Piano Technique (piano concentrates only)	1	MUSC:035 Piano Class II (instrumental/vocal concentrates)
15	<i>Other Courses, Instrumental Concentrates</i>	1	MUSC:037 Piano Class III
1	MUSC:034 Piano Class I	2	MUSC:066 Collaborative Piano (keyboard concentrates; third semester for keyboard concentrates who are exempt from MUSC:037)
1	MUSC:035 Piano Class II	1	MUSC:038 Piano Technique (piano concentrate only)
1	MUSC:037 Piano Class III	36	<i>Applied Music</i>
8	Large Ensemble (eight semesters)	10	Composition lesson (may be a combination of one- and two-credit lessons)
4	Medium/Small Ensemble	10	Applied lesson in one studio area (minimum of six semesters)

**Bachelor of Music in Composition.** Music students who desire a specialized emphasis in composing original works may choose this degree option. Accepted majors must possess skill in a standard performance area and also demonstrate potential as composers through a portfolio of notated works. Students explore a wide variety of musical styles with an emphasis on understanding compositional techniques that may be less familiar to them, such as those of 20th-century art music. Students who complete this program typically pursue graduate study leading toward professional activities as a composer, arranger or teacher. Candidates complete the university Central Curriculum requirements plus the following courses with a minimum grade average of C. Each course below must be completed with a minimum grade of C-.

semester hours

12	<i>Music Literature</i>
2	MUSC:152 Survey of World Music
4	MUSC:245 The Music of the Medieval, Renaissance and Baroque Eras
4	MUSC:250 The Music of the Classic and Romantic Eras
2	MUSC:350 20th-century Music
20	<i>Music Theory</i>
2	MUSC:161 Theory I: Diatonic Harmony
2	MUSC:162 Theory II: Chromatic Harmony

10	Composition lesson (may be a combination of one- and two-credit lessons)
10	Applied lesson in one studio area (minimum of six semesters)
2	MUSC:500 Full Composition Recital (capstone)
0	Forum (eight semesters)
6	Large Ensemble (six semesters)
8	Music Elective (other than applied study and ensembles)

**Bachelor of Arts in Music.** Students interested in combining a solid foundation in music with the opportunity to pursue in-depth study in another area may choose this degree. The Bachelor of Arts capstone may be an independent study project in music or a department-approved recital. (MUSC:506 Independent Study for two semester hours is always used for Bachelor of Arts capstone registration). Students who are double majors may elect a capstone in the other major in place of or in addition to the music capstone. Students complete university Central Curriculum requirements plus the following courses with a minimum GPA of 2.00. Each course below must be completed with a minimum grade of C-.

semester hours

12	<i>Music Literature</i>
2	MUSC:152 Survey of World Music

- 4 MUSC:245 The Music of the Medieval, Renaissance and Baroque Eras
- 4 MUSC:250 The Music of the Classic and Romantic Eras
- 2 MUSC:350 20th-century Music
- 8 *Music Theory*
  - 2 MUSC:161 Theory I: Diatonic Harmony
  - 2 MUSC:162 Theory II: Chromatic Harmony
  - 2 MUSC:163 Ear Training I
  - 2 MUSC:164 Ear Training II
- 15 *Applied Music (instrumental and vocal concentrates)*
  - 6 Major Lesson (six semesters of half-hour lessons)
  - 1 MUSC:034 Piano Class I
  - 1 MUSC:035 Piano Class II
  - 0 MUSC:555 Forum (six semesters)
  - 6 Large Ensemble (six semesters)
- 16 *Applied Music (keyboard concentrates)*
  - 6 Major Lesson (six semesters of half-hour lessons)
  - 0-1 MUSC:037 Piano Class III
  - 1 MUSC:038 Piano Technique (for piano concentrates only)
  - 2-3 MUSC:066 Collaborative Piano (third semester for keyboard concentrates who place out of MUSC:037)
  - 0 MUSC:555 Forum (six semesters)
  - 4 Large Ensemble
  - 2 Collaborative/Medium/Small Ensemble (keyboard concentrates)
- 7 - 10 *Other Courses*
  - 4 Any music courses other than lessons or ensembles
  - 0-2 MUSC:506 Independent Study in Music (if capstone requirement is fulfilled in music; otherwise no independent study required)
  - 3-4 Any two of the following:
    - 2 MUSC:261 Theory III Advanced Tonal Harmony
    - 2 MUSC:262 Theory IV: Form and Analysis
    - 2 MUSC:263 Ear Training III
    - 1 MUSC:037 Piano Class III (not for keyboard concentrates)
- 4 *Course(s) Outside Music*  
Any course(s) with THEA, ARTG, ARTH or ARTS prefixes or PHIL:235 Aesthetics

**Minors in Music.** The Department of Music offers three minors: the minor in music theory/literature, the minor in music performance and the minor in music technology.

**Minor in Music Theory/Literature.** Before declaring a minor in music theory/literature, a student must pass the musicianship and written theory diagnostic tests, which can be arranged by contacting the department head. Note that approval of this minor does not guarantee a place in required music classes. Students must complete with a grade of C- or better 20 semester hours of coursework: either MUSC:152 Survey of World Music or MUSC:101 Introduction to Music; MUSC:161 Theory I; MUSC:162 Theory II; MUSC:163 Ear Training I; and 10 or 12 semester hours of music electives from 200-level courses or higher chosen with the guidance of a member of the Department of Music. Elective credit in applied music and performing groups is limited to two semester hours of applied study and two semester hours of performing groups.

**Minor in Music Performance.** Before declaring a minor in music performance, a student must gain admittance to a performance studio. This is accomplished by contacting the department head to schedule an audition. In addition, the student must pass the musicianship and written theory diagnostic tests before gaining admission to the minor. Note that approval of this minor does not guarantee a place in required music classes. Students must complete with a grade of C- or better 18-20 semester hours of coursework (depending on whether the student takes MUSC:152 or MUSC:101): either MUSC:152 Survey of World Music or MUSC:101 Introduction to Music; MUSC:161 Theory I; MUSC:163 Ear Training I; four semesters of half-hour applied lessons; four semesters of a performance ensemble; and four semester hours chosen from MUSC:102 A Study of Jazz and MUSC:245 The Music of the Medieval, Renaissance and Baroque Eras.

**Minor in Music Technology.** Before declaring a minor in music technology, a student must obtain approval of the music technology adviser. Note that approval of this minor does not guarantee a place in the required music classes. Students must complete with a grade of C- or better 20 semester hours of coursework: MUSC:170 Introduction to Music Technology; MUSC:355 Audio Engineering Fundamentals; MUSC:356 Music Production in the Recording Studio; MUSC:367 Computer Music Composition; MUSC:368 Computer Music Performance; and three semester hours in an internship or music electives.

## Music Courses

### Applied Music Lessons

Lessons carry one or two semester hours of credit. Students earn credit of one semester hour for a weekly half-hour lesson. Bachelor of Arts majors take a one-semester-hour lesson on their major instrument. Music education majors and performance majors take a weekly one-hour lesson on their major instrument and receive two semester hours of credit.

A fee is charged per semester for individual lessons that are not stated specifically as curricular requirements (nonmajors or extra lessons for majors). Such lessons are contingent upon faculty availability within the normal teaching load.

**MUSC:001-002 Brass Lesson.**

Development of good tonal quality, technical facility, and interpretation of solo and chamber literature.

**MUSC:003-004 Organ Lesson.**

Emphasizes acquisition of a sound technique. Includes standard recital literature and worship service literature chosen to meet individual needs.

**MUSC:005-006 Piano Lesson.**

The study of Western concert music for the piano.

**MUSC:007-008 String Lesson.**

Development of tone and technical facility and mastery of solo literature.

**MUSC:009-010 Voice Lesson.**

Focuses on teaching the student to sing freely and musically. Develops breath control and resonance, range quality and clear diction through exercises and selected vocal literature.

**MUSC:011-012 Woodwind Lesson.**

Development of good tonal quality, technical facility, and interpretation of solo and chamber literature.

**MUSC:013-014 Percussion Lesson.**

Development of technical facility on all areas of percussion: timpani, drum set, mallets, auxiliary percussion, ethnic percussion and snare drum. Includes interpretation and musical training, emphasizing well-rounded ability.

**MUSC:015-016 Harpsichord Lesson.**

Emphasizes acquisition of a sound technique. Includes standard literature selected to meet individual needs and continuo playing.

**MUSC:017-018 Guitar Lesson.**

Private instruction in classical and jazz guitar. Includes extensive exploration of basic musical repertoire such as Pujol, Giuliani, Carcassi, Sor and the works of various jazz composers, scales, arpeggios, triads, and other technical matters. Investigates folk, popular and electric guitar techniques.

**MUSC:023-024 Composition Lesson.**

Private instruction in crafting and notating musical works. Prerequisite: Instructor's permission.

## Applied Music Courses

**MUSC:034 Piano Class I.**

A functional approach for beginning students. Emphasis on harmonization, transposition, development of technique, sight reading and improvisation. Music majors only. *1 SH.*

**MUSC:035 Piano Class II.**

Continued emphasis on harmonization, transposition, development of technique, sight reading and improvisation. Prerequisite: MUSC:034 or appropriate placement. Music majors only. *1 SH.*

**MUSC:037 Piano Class III.**

A functional approach for intermediate-level and advanced students. Further emphasis on harmonization, transposition, development of technique, sight reading and improvisation. Prerequisite: MUSC:035 or appropriate placement by department. Music majors only. *1 SH.*

**MUSC:038 Piano Technique.**

An in-depth look at piano technique through the analysis and discussion of physical movements that can either implement or prohibit good technique and the analysis of the basic building blocks of piano playing. Emphasis on preventing injury, learning how to expend minimal energy in playing and the creation of good tone. Open to piano majors; secondary pianists by instructor consent. *1 SH.*

**MUSC:039 Voice Class.**

Vocal instruction to improve individual singing ability and to teach vocal pedagogical skills. *1 SH.*

**MUSC:077 Training Ensemble.**

A practicum in which students perform on a broad range of band and orchestral instruments and in choral ensembles. *1 SH.*

**MUSC:500 Full Recital.**

Public recital performance for credit. Prerequisite: Approval by music faculty on recommendation of major teacher. *2 SH. Capstone.*

**MUSC:503 Half Recital.**

Public recital performance. Prerequisite: Approval by music faculty on recommendation of major teacher. *0 SH.*

**MUSC:555 Forum.**

Solo and ensemble performance in a semi-formal setting. Includes programs by visiting organizations, guest artists and lecturers. *0 SH.*

## Ensembles

**MUSC:066 Collaborative Piano.**

Designed to instruct pianists in the essential aspects of performing chamber music and accompaniments. Prerequisite: Instructor's permission. May be repeated. *1 SH.*

**MUSC:072 Symphonic Band.**

A select instrumental performing group that rehearses and performs the finest traditional and contemporary repertoire for the medium. *1 SH.*

**MUSC:073 Crusader Stadium Band.**

An instrumental performing group that rehearses and performs during the football season only. *1 SH.*

**MUSC:074 Orchestra.**

A performing ensemble specializing in standard symphonic repertoire, concerti, opera and oratorio. *1 SH.*

**MUSC:075 Fall Musical Orchestra.**

Accompanies the annual student musical production. Fall semester only. *1 SH.*

**MUSC:076 Small Ensemble.**

Chamber music of various styles and periods studied and performed in smaller string, woodwind, brass and percussion ensembles, including piano and organ. *1 SH.*

**MUSC:078 Jazz Ensemble.**

The rehearsal and performance of 20th-century and modern music reflecting jazz, rock and world music influences. Emphasizes individual student involvement through improvisation. *1 SH.*

**MUSC:082 University Choir.**

A major performing ensemble dedicated to high standards of choral performance. A training laboratory, the choir also explores extensive choral literature and techniques of developing choral singing for future music educators. In addition to campus and area concerts, the group tours regularly. Auditions are held each August and are open to any student. *1 SH.*

**MUSC:083 University Chorale.**

A mixed-voice campus-centered ensemble, the University Chorale rehearses and performs a wide variety of sacred and secular choral literature in campus and area concerts. Auditions are held each August and are open to any student. *1 SH.*

**MUSC:086 University Chamber Singers.**

This ensemble provides singers with a more intimate choral setting while exploring diverse repertoire appropriate for chamber performance. Auditions are held each fall and are open to any member of the University Choir. *1 SH.*

**MUSC:089 Opera Studio.**

An ensemble emphasizing the rehearsal and performance of opera and musical theatre. *1 SH.*

## Music Theory, Composition and Musicianship

**MUSC:161 Theory I: Diatonic Harmony.**

A study of 18th- and 19th-century harmonic practice, including intervals, scales and diatonic triads in all positions. Analysis of standard literature. Prerequisite: Department-approved proficiency. *2 SH.*

**MUSC:162 Theory II: Chromatic Harmony.**

Continuation of Theory I: Diatonic Harmony, including diatonic seventh chords in all inversions and modulation. Analysis of standard literature. Prerequisite: C- or better in MUSC:161. *2 SH.*

**MUSC:163 Ear Training I.**

Prepared and sight singing of simple diatonic melodies in the major and minor modes. Includes simple rhythmic and melodic dictation. Prerequisite: Department-approved proficiency. *2 SH.*

**MUSC:164 Ear Training II.**

Continuation of Ear Training I, including chromaticism and modulation. Includes two-part and four-part dictation. Prerequisite: C- or better in MUSC:163. *2 SH.*

**MUSC:261 Theory III: Advanced Tonal Harmony.**

Continuation of Theory II: diatonic harmony, including advanced modulation and chromaticism. Prerequisite: C- or better in MUSC:162. *2 SH. CC: Team Intensive.*

**MUSC:262 Theory IV: Form and Analysis.**

The examination of music through analysis of design and tonal structure. Includes counterpoint and some unique forms. Prerequisite: C- or better in MUSC:261. *2 SH. CC: Team Intensive.*

**MUSC:263 Ear Training III.**

Advanced sight singing and dictation in all diatonic modes, including two-part and four-part dictation. Prerequisite: C- or better in MUSC:164. *2 SH.*

**MUSC:361 Counterpoint.**

The analysis and writing of two- and three-voice counterpoint in 16th-century style, with an introduction to the contrapuntal techniques of the Baroque period. *2 SH.*

**MUSC:363 Theory V: Modality, Set Theory and Serialism.**

The examination of representative styles of 20th-century music using descriptive analysis, set theory and serial analysis. Prerequisite: C- or better in MUSC:262. *2 SH.*

**MUSC:370 Orchestration.**

Technical aspects of composing or arranging music for instrumental ensembles of varying size and ability. *2 SH.*

## Music History

**MUSC:101 Introduction to Music.**

Development of appreciation and understanding for music, its underlying elements, and aspects of style and historical setting. Not open to music majors. *4 SH. CC: Artistic Expression.*

**MUSC:130 Rock Music and Society.**

Rock music from its origins to the present. Emphasizes stylistic developments and its relationship to society. *4 SH. CC: Artistic Expression.*

**MUSC:152 Survey of World Music.**

An introduction to concepts of musical style from historical and global perspectives. World music and contemporary musics will inform this overview of musical genres and practices. Special attention will be given to issues of cultural diversity that arise through the study of non-Western musics. Students will explore and develop learning strategies for approaching this material and college-level work in general. Prerequisite: Must be an accepted music major or minor or have instructor's permission. 2 SH. CC: *Diversity Intensive*.

**MUSC:245 The Music of the Medieval, Renaissance and Baroque Eras.**

Music history and literature from the beginning of Western civilization until 1750. Prerequisite: MUSC:101 or MUSC:152. 4 SH. CC: *Historical Perspectives, Interdisciplinary, Oral Intensive*.

**MUSC:250 The Music of the Classic and Romantic Eras.**

Music history and literature from 1750 until 1900. Prerequisite: MUSC:245. 4 SH. CC: *Artistic Expression, Writing Intensive*.

**MUSC:350 20th-century Music.**

Music history and literature from 1900 until the present. Prerequisite: Ability to read music. 2 SH. CC: *Diversity Intensive*.

**MUSC:450 Topics in Music Literature.**

Various topics in music literature, including piano, voice, organ, string, brass, percussion and woodwind literature. 2 SH.

## Music Education Courses

**MUED:040-048 Instrument Classes.**

Basic knowledge of playing and teaching the band and orchestra instruments to prepare for instrumental teaching in the public schools. Includes historical development, literature, performance techniques and pedagogy. Music majors only. 1 SH for each class.

**MUED:040 Brass Class I.****MUED:041 Woodwind Class I.****MUED:042 String Class I.****MUED:043 Percussion Class.****MUED:046 Brass Class II.****MUED:047 Woodwind Class II.****MUED:048 String Class II.****MUED:200 Historical and Philosophical Foundations of Public School Education and Music Education.**

An overview of the role of education and particularly music education in American society, as well as the historical, cultural and philosophical forces that have influenced public schooling. Incorporates topics related to current educational policy and practice, along with classroom observations at elementary and secondary levels of instruction. 2 SH.

**MUED:339 Public School Music I: Foundation, Standards and Curriculum.**

Designed to develop competencies and to promote thoughtful analysis for general music in the public schools. Emphasis will be placed on the foundations of teaching, curriculum development, standards-based instruction and pedagogical knowledge of the various approaches to teaching music in preK through 12th grade. Prerequisites: MUED:200, junior standing and general music piano proficiency requirements. 2 SH.

**MUED:340 Public School Music II: Assessment, Inclusion and Practicum.**

Designed to continue to develop competencies and to promote thoughtful analysis for general music in the public schools. Emphasis will be placed on general music assessment, inclusion and differentiation strategies. Prerequisite: MUED:339. 2 SH.

**MUED:345 Instrumental Music Education Methods and Practicum.**

Instructional methods and materials for teaching instrumental music at all levels. Prerequisites: Satisfactory completion of all sophomore-level courses, MUED:041 and instrumental piano proficiency requirements. Dual registration in MUSC:077. 2 SH.

**MUED:351 Choral Music Education Methods and Practicum.**

Emphasizes teaching craft, curriculum development and choral/vocal techniques for successfully educating public school children in the choral art. Public school observations and practica required. Prerequisites: Satisfactory completion of all sophomore-level classes, MUED:339 and MUED:340, and choral piano proficiency requirements. 2 SH.

**MUED:355 Music for Exceptional Children.**

Designed to develop curricular, theoretical, ethical, legal and pedagogical competencies for teaching music to exceptional children, taking into account music and special education objectives, child development, and learning styles and the facilitation of mainstreaming, inclusion, IEPs, and least-restrictive environments. Prerequisites: MUED:339 and MUED:340. 4 SH. CC: *Interdisciplinary, Ethics Intensive*.

**MUED:400 Student Teaching.**

Full-time, supervised teaching in public school music classrooms. Course credit represents preparation and planning, classroom performance, and classroom management. Students may not register for ensembles or lessons during the semester in which they student teach. Prerequisites: Successful completion of all first-year-, sophomore- and junior-level music education courses; music education coordinator's permission; and acceptance into the education program. 12 SH. *Capstone*.

**MUED:405 Student Teaching Seminar.**

The course is required to be taken during the student teaching semester and is part of the culminating experience in the music education degree program. From a practitioner's perspective, this course "emphasizes thorough insight into issues relevant to

public school music teaching, reflection on current teaching trends, and methodology and development of skills for future teaching and professionalism.” This course fulfills portions of the Pennsylvania Department of Education (PDE) requirements for professionalism. 2 SH.

#### **MUED:406 Organization and Administration of Public School Music.**

Covers the essential elements of organization and administration of elementary and secondary school music programs. 2 SH.

## Music Technology

#### **MUSC:170 Introduction to Music Technology.**

Provides a survey of basic computer music and media software through the production of creative projects. Topics covered include media formats, music notation, midi and sound recording/editing, and video editing. The course will take place in the Cunningham Center for Music and Art Piano/Computer Lab. 1 SH.

#### **MUSC:355 Audio Engineering Fundamentals.**

An in-depth study of fundamentals of sound. Topics covered include wiring and electronics, as well as ear training and the building blocks of the modern recording studio. 4 SH.

#### **MUSC:356 Music Production in the Recording Studio.**

An introduction to techniques and practices employed by music producers in the recording studio. Issues of session organization, recording techniques, mixing and mastering techniques, and musical aesthetics will be explored. Prerequisite: MUSC:355. 4 SH.

#### **MUSC:367 Computer Music Composition.**

A survey of the electronic music hardware and software available in the computer music studio. The techniques used by both popular and classical electronic composers will be studied. Students will create original works of music or sound art using non-real-time processes. 4 SH.

#### **MUSC:368 Computer Music Performance.**

The study of real-time, interactive techniques for electronic music and, to a lesser extent, video. Students will become familiar with the MAX/MSP/JITTER object-oriented programming language, as well as the collection of midi controllers in the SU computer music studio. Student work will result in a final concert. 4 SH. CC: *Interdisciplinary*.

## Conducting

#### **MUSC:369 Beginning Conducting.**

Designed to introduce students to the technique of conducting and to develop their ability to lead an ensemble with confidence. Prerequisites: MUSC:035, MUSC:162 and MUSC:164. 2 SH.

#### **MUSC:371 Instrumental Conducting.**

Study of advanced gestural technique as applied to instrumental rehearsal and performance. Additional attention given to rehearsal techniques, score study, performance practice and philosophical thought with regard to the art and craft of conducting. Prerequisite: MUSC:369. 2 SH.

#### **MUSC:372 Choral Conducting.**

Designed to provide students with a thorough understanding of choral conducting and rehearsal techniques. Prerequisite: MUSC:369. 2 SH.

## Church Music

#### **MUSC:215 Music in Christian Rituals.**

Examines the theological and musicological aspects of artistic contributions to Christian worship as recognized in varied cultural settings. Same as RELI:215. Prerequisite: Junior standing. 4 SH. CC: *Artistic Expression, Diversity Intensive, Interdisciplinary*.

#### **MUSC:353 The Practice of Church Music.**

A practical course designed to introduce the student to the work of the church musician as planner, administrator, leader and resource person. Incorporates the examination of material for use with soloists, instrumentalists, handbells and choral groups of all ages and in various denominations. 3 SH.

## Jazz Studies

#### **MUSC:079 Improvisation.**

Exploration and development of improvisation through listening, analysis and performance skills practice. Prerequisites: Ability to read music, vocal or instrumental proficiency, both at a level commensurate with admission to a university ensemble. May be repeated for credit. 1 SH.

#### **MUSC:102 A Study of Jazz.**

Historical overview of the development and evolution of jazz styles through listening, analysis and performance. Open to all music majors and nonmajors. 4 SH. CC: *Artistic Expression, Diversity Intensive*.

## Music Seminars

#### **MUSC:084 Diction I.**

Introduces the international phonetic alphabet and the principles of making phonetic transcriptions of Italian, French and German texts. Basic pronunciation skills are also practiced. 1 SH.

#### **MUSC:085 Diction II.**

An extension of the principles introduced in Diction I, with particular emphasis on singing in foreign languages and in English. Prerequisite: MUSC:084 or instructor's permission. 1 SH.

**MUSC:399 Pedagogy.**

Examines materials and methodology in the various areas and levels of applied studio teaching. 2 SH.

**MUSC:501 Independent Study in Music.**

In-depth study of a selected topic under faculty guidance. Includes a research paper or presentation or performance for students and faculty. Prerequisites: Securing a faculty sponsor, approval of topic by a music faculty committee, and junior or senior standing. May be repeated for credit. 2-4 SH.

**MUSC:504 Internship.**

Supervised work experience in fields such as recording, music merchandising, church music, music therapy, instrument repair and concert management. Prerequisites: Department head's permission and a 2.75 or higher GPA. 0-12 SH.

**MUSC:506 Independent Study in Music.**

In-depth study of a selected topic under faculty guidance. Includes a research paper or presentation or performance for students and faculty. Prerequisites: Securing a faculty sponsor, approval of topic by a music faculty committee, and junior or senior standing. May be repeated for credit. 2 SH. *Capstone.*

**INTD:250 Japan Seminar.**

This course offers an insight into Japan's unique culture and society through a survey of its history from ancient to modern times, its political and social transformations, its religious history, the development of its language, literature and art forms, and its absorption and transformation of outside cultures and ideas. This course is a prerequisite for the A Window to Japan GO short program. 2 SH.

# Neuroscience

## Neuroscience Faculty

Co-Coordinators: Professor Margaret T. Peeler, department head, biology, and Professor Thomas A. Martin, department head, psychology

**Professor Matthew H. Persons** earned his Ph.D. from the University of Cincinnati. He teaches animal behavior, comparative vertebrate anatomy and invertebrate zoology. A behavioral ecologist, his research interests include chemically mediated predator-prey interactions in spiders and insects and the evolution of animal signals.

**Associate Professor Kathleen R. Bailey** received her Ph.D. from the University of New Hampshire and completed a postdoctoral fellowship in the laboratory of behavioral neuroscience at the National Institute of Mental Health. She teaches introductory and behavioral neuroscience, research methods and the effects of drugs on behavior. Her research focuses on the neurobiological bases of learning and memory and animal models of neurodegenerative disorders such as Alzheimer's dementia.

**Assistant Professor Jennifer Asmuth** received her Ph.D. in cognitive psychology from Northwestern University with a cognitive science specialization. She teaches research methods and cognitive psychology. Asmuth's current research investigates the development of numerical cognition in children, conceptual change and belief revision, concept formation and knowledge representation, and linguistic categories.

**Assistant Professor James F. Briggs** received his Ph.D. in experimental psychology from Kent State University. He teaches statistics and learning processes. Briggs' research focuses on using animal models for the experimental analysis of memory and amnesia, which someday may provide more effective treatment for problems such as psychological trauma.

**Assistant Professor Samuel Day** received his Ph.D. in cognitive psychology from Northwestern University and held a postdoctoral fellowship with the Department of Brain and Behavioral Sciences at Indiana University. He teaches sensation and perception and cognitive psychology. Day is an active researcher whose interests include reasoning and problem solving; the role of perceptually rich computer simulations in learning and education; music cognition; and judgment and decision making.

**Assistant Professor Erin Keen-Rhinehart** received her Ph.D. from the University of Florida at Gainesville. Her areas of teaching include neurobiology, behavioral endocrinology, and introductory biology and neuroscience. Her current research focuses on the long-term behavioral and neuroendocrine consequences for offspring born with low birth weight.

## Neuroscience Studies

The B.S. degree in neuroscience requires 64 semester hours in biology, chemistry, and psychology, with grades of C- or better in the required major courses. The program involves 40 semester hours of required major courses that serve as the major's foundation, providing students with an understanding of the disciplines that come together to make up the field of neuroscience. In addition, the 64 semester hour total includes 12 semester hours of chemistry courses. Another 12 semester hours of upper-division electives are taken, which must include at least one course with a laboratory component. The neuroscience major capstone represents a full academic year of extended experimental investigation in collaboration with a faculty mentor. Neuroscience students will be able to complete many of their Central Curriculum requirements within the major.

40	<i>Required Major Courses</i>
4	NEUR:101 Introduction to Neuroscience
4	NEUR:510 Neuroscience Student Research I
4	NEUR:511 Neuroscience Student Research II
4	BIOL:102 Cell and Organismal Biology
4	BIOL:201 Genetics
4	BIOL:455 Neurons and Networks
4	PSYC:101 Principles of Psychology
4	PSYC:123 Statistics for the Behavioral Sciences
4	PSYC:223 Research Methods in Psychology
4	PSYC:342 Behavioral Neuroscience
12	<i>Cognate Chemistry Courses</i>
8	CHEM:101-102 General Chemistry I - II or CHEM:103-104 General Chemistry I-II Teams or CHEM:111-112 General Chemistry I-II Teams Workshop
4	CHEM:221 Organic Chemistry I
12	<i>Advanced Electives (at least one elective must include a laboratory component)</i>
4	BIOL:300 and BIOL:301 Developmental Biology and lab
4	BIOL:302 and BIOL:303 Comparative Vertebrate Anatomy and lab
4	BIOL:306 and BIOL:307 Cell Biology and lab
4	BIOL:310 and BIOL:311 Animal Physiology and lab
4	BIOL:316 and BIOL:317 Molecular Biology and lab

- 4 BIOL:320 and BIOL:321 Exercise and Extreme Physiology and lab
- 4 BIOL:324 and BIOL:325 Animal Behavior and lab
- 4 BIOL:400 and BIOL:401 Immunology and lab
- 4 BIOL:440 and BIOL:441 Behavioral Neuroendocrinology and lab
- 4 CHEM:300 Topics in Chemistry when the topic is Medicinal Chemistry
- 4 BIOL:424/CHEM:424 and BIOL:429/CHEM:429 The Biochemistry of Metabolism and lab
- 4 BIOL:425/CHEM:425 The Biochemistry of Nucleic Acid
- 4 BIOL:426/CHEM:426 and BIOL:427/CHEM:427 The Biochemistry of Proteins and Enzymes and lab
- 4 CSCI:235/MATH:235 Artificial Life
- 4 HLCR:302 Human Physiology (with lab)
- 4 PSYC:320 Abnormal Psychology
- 4 PSYC:340 Cognitive Psychology
- 4 PSYC:344 Learning Processes
- 4 PSYC:346 Sensation and Perception

**NEUR:511 Neuroscience Student Research II.**

Collaborative research with an emphasis on presentation of data and explanation of results. Prerequisite: NEUR:510 or instructor's permission. 4 SH. CC: Oral Intensive, Writing Intensive.

**Honors in Neuroscience.** The departmental honors program encourages and recognizes outstanding performance in neuroscience. To graduate with honors in neuroscience, students must do the following:

- Complete all of the requirements for the major, and
- Have an overall cumulative GPA of 3.25 and a neuroscience GPA of 3.50

## Neuroscience Courses

**NEUR:101 Introduction to Neuroscience.**

This course introduces students to the interdisciplinary field of neuroscience: the study of the neural basis of complex behavioral and cognitive phenomena. Topics include the structure and function of the nervous system, basic neurophysiology, development, memory and attention, sensory systems, psychopathology, and the impact of neuroscience research on society. This course includes a laboratory component where students will be actively engaged in the process of scientific inquiry. 4 SH. CC: *Scientific Explanations*.

**NEUR:510 Neuroscience Student Research I.**

Neuroscience Student Research I introduces students to methods and techniques of neuroscience research in the context of a collaborative research project. Prerequisite: Senior standing in neuroscience or instructor's permission. 4 SH. *Capstone*.

# Philosophy

## Philosophy Faculty

**Professor of Philosophy Jeffrey P. Whitman** received his Ph.D. from Brown University. He specializes in the study of ethics and epistemology and teaches courses in modern philosophy and logic.

**Associate Professor of Philosophy Lissa Skitolsky** received her Ph.D. from Emory University. She specializes in continental philosophy, social and political philosophy, and Holocaust studies.

**Associate Professor of Philosophy Coleen P. Zoller**, department head, received her Ph.D. from Emory University. She specializes in ancient Greek philosophy, especially Plato. She also teaches courses in metaphysics, ethics, feminism and women's studies.

**Lecturer Ted Chappen** received his M.A. in philosophy from the University of Chicago. He specializes in Kantian ethics and teaches Problems in Philosophy, Logic and a variety of applied ethics courses, including business ethics.

## Study of Philosophy

### Learning goals:

- Read texts/arguments in a reflective and critical manner.
- Write in a coherent and persuasive manner.
- Understand and apply logical thinking skills in evaluating arguments.
- Be literate with respect to ancient and modern Western philosophical thought concerning ethics, metaphysics and epistemology.

**Requirements for the Major in Philosophy.** Philosophy majors complete, with a grade of C- or better, at least 36 hours in philosophy. In order to graduate with a philosophy major, students must have a minimum GPA of 2.00 in their philosophy courses. To ensure that students acquire adequate breadth and depth, they consult with a major adviser to select a balance of upper- and lower-level courses. Requirements include at least one course each in symbolic logic, ethics (may be a Central Curriculum ethics course but must have a PHIL prefix), ancient philosophy, modern philosophy, 19th- and 20th-century philosophy, and at least two 300-level courses, one of which must be either PHIL:310, PHIL:312 or PHIL:350.

**Minor in Philosophy.** The philosophy minor completes, with a grade of C- or better, at least 20 semester hours in philosophy. Students consult with a minor adviser to select courses and are expected to take a balance of upper- and lower-level courses.

**Capstone Requirement.** Students majoring in philosophy are expected to take the senior capstone requirement in the appropriate subject. A student with a double major may fulfill the university capstone requirement in a major outside of this department. Any student who elects to fulfill the capstone requirement in this manner must complete the philosophy major by successful completion of an additional four-semester-hour course, or the equivalent, in the relevant subject. Any student wishing to qualify for philosophy departmental honors must fulfill the appropriate capstone as provided by the philosophy department in addition to any capstone requirements imposed in a second major.

The course description for the departmental capstone states that it is "to serve [students] as a culmination of all their studies, allowing them to address a particular topic, issue or thinker in philosophy through the lens of their total undergraduate education." Philosophy majors are encouraged to develop capstone projects that also draw on knowledge and strengths they have acquired in declared minors. Primary oversight of such projects will rest with the appropriate faculty supervisor in philosophy, although students will also be expected to work with an appropriate adviser from their minor area(s) of study.

**Honors.** The honors program in philosophy encourages and commends outstanding academic work. To graduate with departmental honors in philosophy, students must do the following:

- Complete requirements for the major,
- Have a cumulative GPA of at least 3.00 overall and at least 3.50 in philosophy, and
- Perform outstanding academic work in at least one course of directed readings and research in philosophy.

## Philosophy Courses

### PHIL:101 Problems in Philosophy.

An introduction to philosophy and philosophical problems. Emphasizes standards and ideals of morality and truth. 4 SH. CC: *Ethics*.

### PHIL:105 Philosophy of Love and Desire.

An introduction to philosophy, this course examines theories of love, desire and friendship from ancient, medieval, modern, and 19th- and 20th-century philosophers. 4 SH. CC: *Ethics*.

### PHIL:111 Introduction to Logic.

Basic aspects of logical argument. Emphasizes deduction and presents some of the related problems of language. 4 SH. CC: *Analytical Thought*.

### PHIL:115 Social Justice Leadership.

This course is designed to introduce students to a number of theoretical frameworks in the fields of philosophy, leadership and social justice. Using multiculturalism and social justice as

guideposts, the course will help student leaders understand diversity using the central tenets of mentoring, leadership and agency. Through these theories, the concepts of oppression, activism and advocacy will be investigated. 2 SH.

**PHIL:122 Resolving Moral Conflicts.**

Investigates problems involved in moral decision making, providing students with a better understanding of what it means to be a good individual, a good family member and a good citizen of the nation and world. 4 SH. CC: *Ethics*.

**PHIL:125 Justice.**

This introductory course is a philosophical inquiry into the idea of justice. Rather than focusing on personal morality, we will investigate issues of public policy. How ought we, through our laws and institutions, distribute the benefits and burdens of society, income and wealth, duties and rights, powers and opportunities, offices and honors? Philosophical writings, as well as practical issues that illustrate competing theories of justice, will be investigated. 4 SH. CC: *Ethics*.

**PHIL:150 Everyday Ethics: Philosophical Issues in the Private Realm.**

Examines ethical theory and practice in connection with the relevant social and political philosophy, focusing on the philosophical issues that arise in everyday life. 4 SH. CC: *Ethics, Diversity Intensive*.

**PHIL:210 Philosophy of Religion.**

Focus on classical and contemporary writings to determine the credibility of religious faiths and beliefs. Same as RELI:210. 4 SH.

**PHIL:212 Feminist Philosophy.**

An examination of the various forms of feminist philosophy (e.g., liberal feminism, radical feminism, existential feminism, Marxist/socialist feminism, psychoanalytic feminism, postmodern feminism, eco-feminism, and multicultural and global feminism). Emphasizes how feminism differs from common (mis)understandings of it. Some attention is also given to various women in professional philosophy. Same as WMST:200. Prerequisite: One course in philosophy or one course in women's studies or completion of the Diversity Central Curriculum requirement or instructor's permission. 4 SH. CC: *Diversity Intensive*.

**PHIL:213 Symbolic Logic.**

Examines basic procedures for determining the validity or invalidity of deductive arguments. Emphasizes standard notations, principles and methods used in modern symbolic logic. Also covers aspects of set theory. Prerequisite: Completion of at least two philosophy courses. 4 SH. CC: *Analytical Thought*.

**PHIL:221 Applied Ethics.**

Examines a variety of practical ethical issues and problems using the tools of philosophical analysis and moral theory. Subject area

for course changes on a rotating basis and includes ethics of war and peace and environmental ethics. 2-4 SH. CC: *Ethics Intensive*.

**PHIL:222 Advanced Ethical Theory.**

Principal theories of moral value and duty in the history of Western thought, as well as in contemporary philosophy. Readings may include works from such thinkers as Plato, Aristotle, Kant, Mill, Schopenhauer, Nietzsche, Held, Korsgaard, Hursthouse, Hooks, Bordo, de Waal, MacIntyre, Blackburn and Lear. Prerequisite: One course in philosophy or instructor's permission. 4 SH. CC: *Ethics*.

**PHIL:223 Business Ethics.**

A systematic and philosophically informed consideration of some typical moral problems faced by individuals in a business setting, and a philosophical examination of some common moral criticisms of the American business system. 4 SH. CC: *Ethics Intensive*.

**PHIL:224 Bioethics.**

Examines the major ethical controversies in medicine, subjecting them to close philosophical analysis. Subjects addressed include the patient/doctor relationship, informed voluntary consent, beginning and end of life issues, abortion, reproductive rights, genetic therapies and cloning, human subject medical experimentation, and health care resource allocation. 4 SH. CC: *Ethics Intensive*.

**PHIL:225 Just War Theory.**

Examines from a philosophical perspective the ethical issues raised by the Just War Tradition. Subjects addressed include pacifism, realism, the criteria for starting and conducting a just war, international law, terrorism, humanitarian interventions, and the moral responsibility for war and war crimes. 4 SH. CC: *Ethics Intensive*.

**PHIL:235 Aesthetics.**

Examines artistic and aesthetic values reflected in both past and present philosophies of art and beauty. Readings may include selections from Plato, Aristotle, Hume, Kant and Tolstoy, as well as 20th-century philosophers and artists. 4 SH. CC: *Artistic Expression*.

**PHIL:241 Ancient Philosophy.**

The origins of Western philosophical thought in ancient Greece and Rome. Emphasizes Plato and Aristotle and the Stoics. 4 SH. CC: *Ethics Intensive*.

**PHIL:243 Modern Philosophy.**

Focuses on the ideas of European and British philosophers from Descartes through Kant. 4 SH. CC: *Writing Intensive, Oral Intensive*.

**PHIL:245 19th- and 20th-century Philosophy.**

This course is a study of works by noted philosophers in the 19th and 20th centuries that represent the dominant movements that arose in response to the critique of idealism and metaphysics,

such as existentialism, phenomenology, psychoanalytic theory, analytic philosophy and postmodern philosophy. 4 SH.

**PHIL:255 Philosophy and the City: Plato's Republic and HBO's The Wire.**

This course examines HBO's *The Wire* in comparison with Plato's *Republic*. Both the *Republic* and *The Wire* concern life in a city and which factors foster justice and which foster injustice. These texts raise philosophical questions, such as: What is justice? Who should rule? What are the obligations of rulers? How should children be educated? Who is best suited to protect the city, and how should they be educated for this important job? How should desire be managed in society? Our task is, first, to work to understand the philosophizing being done in both these texts and, second, to philosophize on our own about the topics raised by both texts. 4 SH. CC: *Diversity, Ethics Intensive*.

**PHIL:301 Plato Seminar.**

An intensive study of the works of Plato. Topics vary and may include Plato's theory of education, Plato and the Greek literary tradition, Plato's *Republic*, the role of the body in Plato's epistemology, and dialectic and dramatic dialogue. Prerequisite: PHIL:241 or instructor's permission. 4 SH.

**PHIL:302 Philosophy in the Wake of the Holocaust.**

This course examines the validity of certain traditional philosophical assumptions in the aftermath of the Nazi genocide. In this effort the class will read texts by scholars in a variety of fields who throw doubt on the moral value of rational thought, the teleological worldview, the Western conception of "human nature," and the legacy of the Enlightenment through an analysis of the Holocaust and other genocides in the 20th and 21st centuries. Same as JWST:302. Prerequisite: Junior standing. 4 SH. CC: *Ethics Intensive, Interdisciplinary*.

**PHIL:305 Topics in Philosophy.**

Examines selected topics in philosophy, depending on student and instructor interest. Course may be repeated for credit if topic is different. 2-4 SH.

**PHIL:310 Philosophy of Science.**

Investigates the logic of the scientific method, the history of scientific thought and the philosophical underpinnings of modern science. Focuses on developing an understanding of the nature, origins and growth of modern science and the application of scientific knowledge to human affairs. Prerequisites: One course in philosophy and junior standing. 4 SH. CC: *Interdisciplinary*.

**PHIL:312 Epistemology-Theories of Knowledge.**

Do we have knowledge of the world around us, the so-called external, objective world? Are there any objective truths about the world for us to discover? If there are, how do we come to have knowledge of these truths? These and other related questions of epistemology constitute the subject matter of this course. 4 SH.

**PHIL:350 Metaphysics - Theories of Reality.**

Investigations into the nature of being and the structure of reality, as well as the epistemological and ethical status of such inquiries, as conducted by such philosophers as Plato, Aristotle, Aquinas, Descartes, Hume, Kant and Nietzsche. 4 SH.

**PHIL:443 Political Philosophy.**

Studies the ideas of the major political philosophers, including Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill, Hegel and Marx. Same as POLI:443. Prerequisite: Junior or senior standing or instructor's permission. 4 SH. CC: *Ethics Intensive*.

**PHIL:500 Directed Reading and Research.**

Study of a specific topic in the field for qualified students in consultation with the department. 2-4 SH. *Capstone*.

# Physics

## Physics Faculty

**Associate Professor Samya Zain**, department head, has a Ph.D. from the University at Albany, State University of New York. Her primary research background and interest is in experimental high-energy physics. Since 2004, she has been an active member of the BaBar Scientific Research Collaboration at SLAC (Stanford Linear Accelerator Center) located near Stanford University in California. She also conducts experimental research, in collaboration with research collaborators at the ATLAS detector of CERN (European Council for Nuclear Research, derived from French Conseil Européen pour la Recherche Nucléaire), in Geneva, Switzerland. Both of these are multibillion-dollar "Big Science" accelerator-based physics experiments. She advises the Pink Physics Club.

**Assistant Professor Violet Mager** earned her Ph.D. in physics with a specialization in astrophysics from Arizona State University. She was a postdoctoral fellow at the Carnegie Observatories and held a visiting faculty position at Ohio University. She has observing and data analysis experience from several space- and ground-based telescopes, including the Hubble Space Telescope and the Galaxy Evolution Explorer. Among her main research interests are the formation, evolution and fundamental properties of galaxies.

## Physics Studies

**Summer Research.** The department encourages physics students to apply for summer research grants. Recent students have been accepted at the University of Alaska, The Pennsylvania State University and Brookhaven National Laboratory. Academic year internship and research opportunities are also valuable, but more difficult to arrange.

### Learning goals:

- Students will demonstrate analytic thinking in physics.
- Students will develop effective communication skills in physics.

**Requirements for the Major in Physics.** Susquehanna offers both Bachelor of Arts and Bachelor of Science programs in physics. The department strongly recommends the Bachelor of Science program for students interested in graduate school or industrial employment. Majors can pursue an interdisciplinary interest, such as biophysics, by carefully choosing electives. The Bachelor of Arts is a good choice for students preparing to teach secondary school.

**The Bachelor of Science degree** requires the following courses completed with grades of C- or better:

semester hours

- 32 semester hours in physics, including PHYS:204–205 and PHYS:301–302
- 20 semester hours in mathematics (all courses from MATH:111 Calculus I up to and including MATH:353 Differential Equations)
- 12 4 semester hours from CHEM:101, CHEM:103, or CHEM:111, and 8 additional hours in approved biology, chemistry, earth and environmental sciences, mathematics, or computer science courses

**The Bachelor of Arts degree** requires the following courses completed with grades of C- or better:

semester hours

- 32 semester hours in physics, including PHYS:204–205 and PHYS:301–302
- 16 semester hours in mathematics courses consisting of MATH:111 Calculus I, MATH:112 Calculus II, MATH:201 Linear Algebra and MATH:211 Multivariable Calculus
- 12 4 semester hours from CHEM:101, CHEM:103, or CHEM:111, and 8 additional hours in approved biology, chemistry, earth and environmental sciences, mathematics, or computer science courses

**Minor in Physics.** Students consult with their major adviser and a physics faculty member to design minor programs. The minor requires with grades of C- or better 18 semester hours in physics, including PHYS:204–205. Suggested additional courses for computer science majors are PHYS:101 and PHYS:303. Suggestions for mathematics majors are PHYS:301–302 and PHYS:401.

**Honors.** The departmental honors program recognizes superior work in the physics courses. To enter the program, majors must do the following:

- Write a request to the department one month before senior registration,
- Maintain a cumulative 3.0 GPA and a 3.25 GPA in physics, and
- Demonstrate scholarly work in the field by completing at least four semester hours of PHYS:550 Research Physics or PHYS:500 Independent Study.

**Teaching Certification.** Students interested in elementary or secondary education as a career must meet certain state-mandated requirements. Additional information is available in the education section on page 74.

## Physics Courses

### PHYS:100 Astronomy and Classical Physics.

Ancient and modern human efforts to understand the universe. Focus on the birth, evolution and nature of scientific thought. Includes classical physics and Kepler's laws on the motions of

planets. Also covers contemporary views of phenomena such as stars, comets and planets. 4 SH. 3 lecture hours, 3 laboratory hours. CC: *Scientific Explanations*.

**PHYS:101 Introduction to Digital and Analog Electronics.**

The fundamental principles of digital and analog electronics are introduced, while emphasizing applications. Guided laboratory investigations are designed to develop an understanding of common electronic devices, as well as scientific instrumentation. 4 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:105 Independent Thought and Explorations in Physics.**

This course serves as an introduction to how physics developed in the last couple of centuries. The objective of this course is to give the foundations for understanding the cornerstones of physics and a general understanding of the concepts of science. The students will learn how to approach physics problems without a provided outline, and they will be expected to find their own solutions to the assigned problems with subtle but available guidance. The instructors will be on hand for help but will not provide direct solutions to the posed problems. The students will need to work actively and independently at the material. However, they will be working in teams of two or three people, where collaboration between team members is encouraged. All resources will be provided for the students to successfully complete the assigned task. The posed questions will be common experiences in physics that people generally deal with every day but don't really understand the concepts behind and, in most cases, don't even know that they were issues 200 years ago. There are no prerequisites to this course, just the interest to find out about the world in which we live. 4 SH. CC: *Scientific Explanations*.

**PHYS:108 Physics of Music.**

A study of the acoustics of music. Explores the fundamental scientific principles underlying the physical aspects of music—what music is, how music is produced, how we hear it and how it is transmitted to a listener. Prerequisites: Familiarity with basic music terminology, music performance experience, a fascination with music or instructor's permission. 4 SH. 3 lecture hours, 3 laboratory hours. CC: *Scientific Explanations*.

**PHYS:204 Introductory Physics I.**

Introduces the macroscopic phenomena of the physical universe. Applies concepts of force, work, energy and momentum to waves, fluids and thermodynamics. Laboratory stresses methods of acquiring data, computer data processing and analyzing the causes of errors. Each year, two sections of this course are offered: PHYS:204:L uses high school algebra and trigonometry as the language; PHYS:204:C uses algebra, trigonometry and calculus as the language. Prerequisite: MATH:111 recommended but not required. 4 SH. 5 lecture hours, 3 laboratory hours. CC: *Team Intensive (calculus-based section only), Scientific Explanations*.

**PHYS:205 Introductory Physics II.**

Continuation of PHYS:204. Introduces and applies the concept of a field to gravitation, electricity, magnetism, circuits, optics and the atom. Laboratory stresses electronic data acquisition and independent discovery of physical principles. Each year, two sections of this course are offered: PHYS:205:L uses high school algebra and trigonometry as the language; PHYS:205:C uses algebra, trigonometry and calculus as the language. Prerequisites: PHYS:204 and MATH:111. 4 SH. 5 lecture hours, 3 laboratory hours.

**PHYS:301 Newtonian Mechanics.**

Studies particle and rigid body motion in two and three dimensions. Uses vectors and differential equations. Introduces Lagrangian and Hamiltonian approaches to mechanics. 4 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:302 Electric and Magnetic Fields.**

Studies the concepts of fields. Uses mathematics of multivariable functions and vectors. Covers Maxwell's equations and their use in describing electric and magnetic waves. 4 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:303 Solid State Physics.**

Introduces the physics of crystalline materials. Discusses lattice dynamics, electron behavior in metals, semiconductors, and dielectric and magnetic properties. Laboratory builds on concepts introduced in analog electronics. Studies computer-to-instrument interfacing, emphasizing signal processing, measurement and control of external processing. Prerequisites: PHYS:101 and PHYS:205. 4 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:304 Classical and Modern Optics.**

Geometrical optics, including reflection, refraction, thick and thin lenses, stops, mirrors, aberrations, and ray tracing. Covers physical optics, including interference, diffraction, polarization and optical activity. Discusses quantum optics as they apply to lasers, holography and magneto/electro-optics. 4 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:305 Topics in Physics.**

Selected topics not covered in other courses. May include statistical mechanics, nuclear physics, heat and thermodynamics, material science, and planetary astronomy. 4 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:306 Modern Physics.**

This course serves as an introduction to the physics discovered near the beginning of the 20th century and beyond. Topics include special relativity, the wave nature of matter, the particle nature of light, the Bohr atom, non-relativistic quantum mechanics, the hydrogen atom, molecular structure, nuclear structure and nuclear applications. Additional topics may be covered depending on professor/student interests. A number of seminal experiments are performed and studied, which aids in

putting the introduced ideas into both scientific and historical context. Prerequisites: MATH:112 and PHYS:205. 4 SH. 3 lecture hours, 3 laboratory hours. CC: Oral Intensive, Writing Intensive.

**PHYS:401 Electromagnetic and Mechanical Waves.**

Optical, mechanical and electromagnetic wave phenomena in one, two and three dimensions. Covers free space, fluids and solids. Begins with Maxwell's equations. 4 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:402 Quantum Mechanics.**

Covers history of quantum mechanics leading to the Bohr Atom. Also focuses on mathematical treatment of quantum mechanics fundamentals. Includes Schrodinger formulation, approximation methods, symmetry and angular momentum. Covers applications to simple atoms and molecules. 2 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:404 Thermodynamics and Statistical Methods.**

This course covers the laws of thermodynamics, thermodynamic functions, heat engines, kinetic theory, and the statistical mechanics of classical and quantum-mechanical systems.

Prerequisites: PHYS:204-205 and PHYS:306. 4 SH. 3 lecture hours, 3 laboratory hours.

**PHYS:500 Independent Study.**

In-depth focus on a selected topic of student interest. Variable semester hours.

**PHYS:530 Physics Internship.**

Work for government agency or industry under supervision of a physicist or engineer. Variable semester hours.

**PHYS:550 Research Physics.**

Individual or group research in experimental or theoretical physics under the direction of a principal investigator.

Prerequisites: Permission of adviser and principal investigator.

To meet the capstone requirement, a minimum of two semester hours is required. Variable semester hours. Capstone.

# Political Science

## Political Science Faculty

**Associate Professor Michele DeMary**, department head, received her Ph.D. from the University of Massachusetts. An expert on state courts and politics and the separation of powers, she also teaches constitutional law, women and politics, and American government and politics. She is the university's prelaw adviser.

**Assistant Professor Baris Kesgin** earned a Ph.D. from the University of Kansas. He specializes in comparative foreign policy, political leadership and psychology, and the Middle East. His research concentrates on contemporary prime ministers of Israel and Turkey and how their individual characteristics and beliefs affect foreign policy behavior.

**Associate Professor Andrea M. Lopez** holds a Ph.D. from the University of Michigan. She specializes in international security and also teaches courses in American foreign policy, international law and organization, and Russian politics.

**Assistant Professor Nicholas Clark** earned a Ph.D. from Indiana University. His research focuses on public opinion and voting behavior in multilevel political systems such as the European Union. His teaching covers a wide variety of subjects, including comparative politics, international relations, European politics, American political behavior, democratic theory, and research methods.

**Assistant Professor Todd Makse** holds a Ph.D. from The Ohio State University. He has teaching and research interests throughout the subfield of American politics, including state politics, legislative politics, voting behavior and political parties.

## Political Science Studies

### Learning goals:

- Factual information: American politics
- Factual information: World/international politics
- Factual information: Comparative politics
- Factual information: Political thought/philosophy
- Communication skills: Written, oral and listening
- Diversity issues: U.S./global diversity of population and societies
- Diversity issues: Relationship between politics and differences
- Diversity issues: Criticize views of categories of diversity/portray others' perceptions/views

**Requirements for the Major in Political Science.** Majors take 44 semester hours in political science, including at least 20 hours at

the 300 level or above, all with grades of C- or better and at least a 2.00 political science GPA. Twenty semester hours of electives are selected with faculty adviser guidance (these may include two hours of internship credit).

### semester hours

4	POLI:111 American Government and Politics
4	POLI:121 Comparative Government and Politics
4	POLI:131 World Affairs or POLI:133 World Affairs: Statecraft
4	POLI:205 Research Process and Data Analysis
4	Four hours from Political Thought courses at the 300 or 400 level
20	20 hours of electives selected with faculty adviser guidance to emphasize depth in a departmental subfield (may include two hours of internship credit)
4	POLI:501 Senior Seminar

The department also recommends additional courses in other areas, depending upon career goals. Frequent choices include business, communications, economics, earth and environmental sciences, foreign language, history, and sociology.

**Portfolio:** All majors are to maintain a cumulative portfolio of their academic work in political science. Materials in the portfolio will include a resume; research papers, essays or other assignments representative of the student's work; and other relevant materials evidencing the student's academic performance and growth. The portfolio is to be updated at the end of each semester and shared with the student's academic adviser. Timely completion of the required portfolio elements is a precondition for enrolling in POLI:501, the required senior seminar capstone course.

**Secondary Teaching Certification.** Majors interested in social studies or citizenship education teaching certification take 40 hours in political science, including the required courses. Students must also take cognate courses in related disciplines and meet additional Department of Education requirements. Student teaching serves as an internship. For more information, see the education studies section on page 72.

**Minor in Political Science.** A political science minor complements many other majors. The minor requires 24 semester hours with grades of C- or better and at least a 2.00 GPA in the minor. Required courses include POLI:111, POLI:121, either POLI:131 or POLI:133, and four hours in political thought. Minors take eight additional hours from a subfield selected with departmental adviser guidance. At least four of the 24 hours must be at the 300 level or above.

**Minor in International Relations.** International relations is the study of interactions among countries. It explores countries' foreign policy, interstate trade, cooperation and war. An international relations minor is a strong complement to a number of fields, particularly for students who wish to pursue international study or business. Students may not attain an

international relations minor if they have a political science major or minor. The minor requires 24 semester hours with grades of C- or better and at least a 2.00 GPA in the minor. Required courses include POLI:121 Comparative Government and Politics, POLI:131 World Affairs or POLI:133 World Affairs: Statecraft, and 12 semester hours from the following courses: POLI:321 European Union; POLI:322 Arab World and the West; POLI:331 American Foreign Policy; POLI:333 Development, Globalization and Society; POLI:334 International Organizations and Law; POLI:335 War and Politics; POLI:338 International Political Economy; POLI:436 Issues of Conflict; or other approved courses. Students must also take one other four-semester-hour comparative politics course.

**Interdisciplinary Options.** Political science majors can easily complete a minor in other departments. Others opt to take a second major. Many choose a related field, such as a foreign language, economics, sociology or business. A legal studies minor is a popular choice for those considering a career in the law. International studies, also an interdisciplinary program, is another common option as a minor or second major.

**Honors.** The departmental honors program encourages and commends outstanding academic work in political science. To graduate with departmental honors, political science majors must do the following:

- Maintain a minimum GPA of 3.50 in the department and 3.25 overall,
- Request admission to the program at the beginning of their senior seminar, and
- Complete and publicly present and defend an honors-quality project in their senior year

**Pi Sigma Alpha.** Students who satisfy membership requirements may be invited to join the campus chapter of this national honor society in political science.

## Political Science and Related Courses

### American Government and Politics

#### **POLI:111 American Government and Politics.**

An introductory survey covering the major institutions and processes of American government and politics, with a focus on understanding current issues and events. 4 SH. CC: *Oral Intensive, Social Interactions.*

#### **POLI:210 Film and Politics.**

Course examines the treatment of politics in American cinema. Topics may include political corruption, courts and the law, war, race and politics, and elections. Possible themes include political and legal culture, political legitimacy, film as political criticism, and film as a source of political knowledge. Course also examines film techniques and characteristics of film as contrasted with other forms of media. 2 or 4 SH.

#### **POLI:211 Women and U.S. Politics.**

An introductory examination of the role of women in the U.S. political system. The course includes a theoretical and historical view of the development of women's political activity in the United States, as well as a contemporary look at women as activists, voters and candidates. Current issues are incorporated as appropriate. Same as WMST:211. Prerequisite: Sophomore standing. 4 SH. CC: *Diversity Intensive, Interdisciplinary, Team Intensive.*

#### **POLI:310 Political Psychology.**

This course explores the psychological dimensions of politics and serves as a basic introduction to political psychology. It focuses on a broad range of issues that deal with how ordinary citizens make sense of their political surroundings and how their understandings of the political world are linked to their political beliefs and behaviors. In addition, the course analyzes political leaders and investigates how their personalities, beliefs and emotions affect decisions they make. The course also covers relevant issues in mass political behavior such as media, voting and tolerance. Prerequisite: Sophomore standing or instructor's permission. Either POLI:111 or PSYC:101 is recommended. 4 SH. CC: *Interdisciplinary.*

#### **POLI:312 Elections in America.**

The "hows" and "whys" of presidential and congressional elections in the United States, emphasizing the role of candidates, campaigns and political strategies. Also discusses parties and interest groups and their roles in the political process. Also focuses on the flaws in the American electoral system and possible solutions to these problems. There are no prerequisites for this course, but POLI:111 is recommended. 4 SH.

#### **POLI:314 Diversity in American Politics.**

Studies the many shapes of diversity found in the United States and how this diversity impacts the American political system. Analyzes how different groups have been denied or granted access to the political system and the success or failure of these groups in affecting the political system as voters, candidates and office holders, and in bringing new principles, values and practices into American politics. The theoretical challenges presented by the general concept of diversity will also be examined. There are no prerequisites for this course; however, POLI:111 or POLI:245 is recommended. 4 SH. CC: *Diversity Intensive.*

#### **POLI:316 The American Presidency.**

An exploration of the power of the American presidency as it has developed over time. Studies presidential authority, the limitations on presidential power and the presidency's impact on public policy in the United States. Explores the interplay between individual presidents and the institution of the presidency. Topics covered include the presidential selection process and the relationship between the president and the Congress, "the bureaucracy" and the courts. There are no prerequisites;

however, POLI:111 is recommended. 4 SH. CC: *Writing Intensive*.

**POLI:317 The U.S. Congress.**

Examines the U.S. Congress as an institution, its relation to the public and to other branches of government, and its impact on public policy. Topics include congressional elections, internal workings of the House and Senate, and comparison of Congress with other national legislatures. There are no prerequisites for this course, but POLI:111 is recommended. 4 SH.

**POLI:319 State and Local Government and Politics.**

Study and analysis of state and local government in the U.S. political system. Examines the influence of intergovernmental relations on these political systems and the “how, why and so what” of governmental operation. Compares the different ways state and local governments operate in 50 states and thousands of local governments, with an emphasis on the role of Pennsylvania and other states of particular interest to students. Contemporary policy issues are incorporated. 4 SH.

## Public Law

**POLI:215 Law and Politics.**

Examines the law and the legal system in the United States, assessing the possibilities and limitations of the law. Studies the political basis of the law and critiques of the American legal system. Discusses the major players in the legal system, including lawyers, judges and juries. Course culminates with a mock trial. 4 SH. CC: *Team Intensive*.

**POLI:411 Constitutional Law.**

Examines the U.S. Supreme Court with an emphasis on its major decisions in questions of judicial review, federalism, separation of powers, interstate commerce, state police powers and substantive due process. Emphasizes the court’s political role and judicial decision making. Prerequisite: Junior standing. POLI:111 is recommended. 4 SH. CC: *Interdisciplinary, Writing Intensive*.

**POLI:412 Civil Liberties.**

Examines significant Supreme Court decisions concerning the protection of liberty and equality. Topics covered include freedom of speech and press, church-state relations, right to privacy, criminal procedure, and racial and gender discrimination. Prerequisite: Junior or senior standing. POLI:111 is recommended. 4 SH. CC: *Writing Intensive*.

## Comparative Politics

**POLI:121 Comparative Government and Politics.**

Surveys the political systems, ideologies and socioeconomic policies and issues in various countries and regions of the world. 4 SH. CC: *Diversity, Social Interactions*.

**POLI:222 Politics of Developing Nations.**

A comparative survey of the political and economic issues facing the developing nations of Asia, Africa, Latin America, the Middle East and the transitional states in Eastern Europe. Emphasizes problems of political and economic development, nation building and the transition to democracy. Considers the role of elites, parties, corruption, the military, integration and competing ideologies. 4 SH.

**POLI:224 Government and Politics of Europe.**

Comparative study of contemporary government, politics, problems and policies in Europe, with a special focus on Western Europe, though some attention is given to countries in Central and Eastern Europe. 4 SH.

**POLI:225 Government and Politics of Africa.**

Examines regional, national and international politics in postcolonial Africa. Themes include the impact of the colonial legacy on political and economic development in Africa, regime change and ethnic conflicts. Case studies are used to illustrate the wide-ranging political and economic challenges facing African nation-states. 4 SH.

**POLI:226 Soviet and Russian Politics.**

Looks at Russian and Soviet politics and foreign policy. The Soviet Union is examined, with particular emphasis on the policies of Gorbachev and the 1991 disintegration of the U.S.S.R. The post-Soviet period is also studied, especially the challenges of democratization and of moving toward a market economy. While primary attention is paid to the situation in Russia, issues in the other former Soviet republics and Eastern Europe are also discussed. Same as HIST:226. 4 SH.

**POLI:228 Middle East Politics and Society.**

This course examines the ways in which politics and society in the Middle East are shaped by historical and contemporary structures, processes and practices. The geographic and temporal focus of the course includes the Arab world, Iran, Turkey and Israel during the past century and a half, from the reforms of the late Ottoman Empire, through the years of European colonialism, to the emergence of postcolonial states and their contemporary development. Same as JWST:228. 4 SH.

**POLI:321 European Union.**

Examines the post-World War II development, institutional structure and policies of the European Union and its predecessors in the movement toward European integration, with a special emphasis on the current situation. Same as HIST:321. 4 SH.

**POLI:322 Arab World and the West.**

This course explores a number of different themes and frameworks addressing the relationship between the Arab world and the West. Although a historical perspective is given to shed light on the diverse encounters, transformations and changes in this relationship, the main focus is on contemporary trends,

phenomena and perspectives. Going beyond traditional frameworks stressing tension and conflict (e.g., Orientalism, nationalism and Islamism), the readings also introduce analytical frameworks that stress cultural exchange, entanglement and dialogue. 4 SH.

## International Politics and Foreign Policy

### **POLI:131 World Affairs.**

Examines state behavior in the international system in light of countries' abilities and limitations. Causes of state action, leaders' decision making and the role of power are discussed. Explores why states go to war, the role of the United Nations, the benefits and costs of free trade, and the effects of the environmental and human rights movements. Case studies and current events are used to illustrate theories and provide a framework for discussion. A student may not receive credit for both POLI:131 and POLI:133. 4 SH. CC: *Social Interactions, Writing Intensive.*

### **POLI:133 World Affairs: Statecraft.**

Taught in a Team Intensive format, this course examines state behavior in the international system in light of countries' abilities and limitations. Causes of state action, leaders' decision making and the role of power are discussed. Explores why states go to war, the role of the United Nations, the benefits and costs of free trade, and the effects of the environmental and human rights movements. Case studies and current events are used to illustrate theories and provide a framework for discussion. A student may not receive credit for both POLI:131 and POLI:133. 4 SH. CC: *Social Interactions, Team Intensive, Writing Intensive.*

### **POLI:331 American Foreign Policy.**

Studies the formation and implementation of U.S. foreign policy. Focuses on both the role of the United States in the post-World War II era and current foreign and security policy issues. 4 SH.

### **POLI:333 Development, Globalization and Society.**

A study of the relationship between economic development paradigms, institutions and groups in society. The course focuses on international economic relationships, world order, and the resultant social and political conflict. More specifically, this course examines how global economic development policy since the 1960s has influenced relations between states, major institutions, organizations and social groupings in both the developed and the developing world. Same as SOCI:333. Prerequisite: SOCI:101 or ANTH:162. 4 SH. CC: *Interdisciplinary.*

### **POLI:334 International Organizations and Law.**

A study of the ways of managing the issues that arise from increasing interdependence among nation-states. The course explores the consequences of the growth of international organizations and the proliferation of treaties in areas of security; economics; the environment; and political, social and human rights. Primary attention is devoted to international

governmental organizations, especially the United Nations and the World Court, but international nongovernmental organizations (e.g., Amnesty International and Greenpeace) are also considered. There are no prerequisites; however, POLI:131 or POLI:133 is recommended. 4 SH.

### **POLI:335 War and Politics.**

Analyzes issues of war and conflict in the international system, largely from a theoretical perspective. Students examine the questions of why states go to war, how wars can be prevented, how states fight wars and how such conflicts end. Case studies of wars, including World War II and the current wars in Iraq and Afghanistan, will be studied. Arms control, terrorism and peacekeeping are also discussed. There are no prerequisites; however, POLI:131 or POLI:133 is recommended. 4 SH.

### **POLI:338 International Political Economy.**

Examines issues of political interaction with economic forces at the national, international and global levels. Topics studied include economic systems, international trade and finance, the European Union, NAFTA, CAFTA, OPEC, multinational corporations, economic development, poverty, inequality, and global environmental issues. Same as ECON:338. Prerequisites: Sophomore standing; ECON:201 or ECON:105 or instructor's permission. 4 SH. CC: *Interdisciplinary.*

### **POLI:436 Issues of Conflict.**

An in-depth analysis of an international issue such as terrorism, ethnic conflict, weapons of mass destruction, or peacekeeping and peacemaking. The course may be repeated for credit if the subtitle (and therefore the course content) is changed. There is no prerequisite for this course; however, POLI:131 or POLI:133 is recommended. 2 or 4 SH.

## Political Thought

### **POLI:244 Political Values.**

An introduction to arguments about fundamental value conflicts, such as freedom vs. authority, equality vs. inequality and conflict vs. cooperation. Draws on arguments of selected major thinkers and issues in political thought from Plato to the present. 2 SH.

### **POLI:245 American Political Ideas.**

An introduction to selected major ideas, issues and perspectives in contemporary American political thought and practice. 2 SH.

### **POLI:341 American Political Thought.**

Examines writings of representative political thinkers and movements from colonial through contemporary America. Stresses debates over relevant issues, such as religious freedom, the constitutional system, civil rights for minorities and women, and the role of government in the economy. 4 SH.

### **POLI:344 Modern Political Ideologies.**

Covers the major political ideologies of the 20th century. Focuses on communism, fascism, and democratic liberalism and

conservatism, with attention to other selected ideologies, including environmentalism, feminism liberation ideologies and radical Islam. 4 SH.

**POLI:443 Western Political Philosophy.**

Studies the ideas of the major political philosophers, including Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill, Hegel and Marx. Prerequisite: Junior or senior standing or instructor's permission. Same as PHIL:443. 4 SH. CC: *Ethics Intensive*.

## Political Science Seminars, Independent Studies and Internships

**POLI:202 Topics in Government and Politics.**

Examines selected topics or problems in American government or comparative government, international politics or political thought. May be repeated for credit if topic is different. 2 or 4 SH.

**POLI:205 Research Process and Data Analysis.**

Introduces students to the social science research process and common techniques of quantitative data analysis. Topics include statistical, comparative and experimental research methodologies, univariate and multivariate statistics, and hypothesis testing. Requirements include using a computer-based statistical program to complete an empirical research project. Course prepares students for careers involving research in government, business and nonprofit sectors. 4 SH. CC: *Ethics Intensive*.

**POLI:500 Seminar.**

Detailed research and in-depth discussion on a selected topic. Prerequisites: Junior or senior standing and instructor's permission. May be repeated for credit. 2 or 4 SH.

**POLI:501 Senior Seminar.**

A capstone course for political science majors. Students research, write and present a senior thesis on an approved topic and participate actively in discussions. Required for all senior majors. Prerequisites: Senior standing and the completion of required portfolio elements. 4 SH. *Capstone*. CC: *Writing Intensive, Oral Intensive*.

**Portfolio.**

Timely completion of the required portfolio elements is a precondition for enrolling in POLI:501, the Senior Seminar capstone course.

**POLI:502 Directed Reading.**

Readings, essays and tutorials on a selected political science topic. Prerequisites: Junior or senior standing and permission and arrangement with a department instructor. May be repeated for credit. 2 or 4 SH.

**POLI:503 Independent Research.**

A major research project on a selected political science topic. Prerequisites: Junior or senior standing and permission and arrangement with a department instructor. May be repeated for credit. 2 or 4 SH.

**POLI:505 Internship in Government and Politics.**

Practical experience in a supervised work program. May be for a local, state or federal government agency, legislative body, political party, legal office, or other organization with substantial government-related responsibilities. Only two internship credits may apply to the major requirements. Prerequisites: Junior or senior standing and department's permission. 2 or 4 SH.

# Psychology

## Psychology Faculty

**Professor Thomas A. Martin**, department head, received his Ph.D. from the University of Nebraska. A licensed clinical psychologist, he supervises the department's applied practicum course. He also teaches abnormal psychology and psychological testing. His research focuses on development of psychological tests. Martin works part time as a psychotherapist with a local group practice.

**Associate Professor Kathleen R. Bailey** received her Ph.D. from the University of New Hampshire and completed a postdoctoral fellowship in the laboratory of behavioral neuroscience at the National Institute of Mental Health. She teaches behavioral neuroscience, research methods and a course on the effects of drugs on behavior. Her research focuses on the neurobiological bases of learning and memory and animal models of neurodegenerative disorders such as Alzheimer's dementia.

**Associate Professor Mary Lou Klotz** received her Ph.D. from the University of North Carolina at Chapel Hill. She teaches social, personality and environmental psychology, as well as research methods, and she is co-leader of the GO Short programs in Australia and New Zealand. Her current research addresses interpersonal communication, particularly in the areas of complaining and interpersonal relationships.

**Associate Professor Gretchen S. Lovas** received her Ph.D. from the University of California at Davis. She teaches developmental psychology; the psychology of gender; and psychology, culture and ethnicity. She is associated with the women's studies and diversity studies programs. Lovas specializes in early social and emotional development and in gender across the lifespan. Her current research focuses on early gender development in the context of parent/infant and parent/toddler interactions.

**Assistant Professor Jennifer Asmuth** received her Ph.D. in cognitive psychology from Northwestern University with a cognitive science specialization. She teaches research methods and cognitive psychology. Asmuth's current research investigates the development of numerical cognition in children, conceptual change and belief revision, concept formation and knowledge representation, and linguistic categories.

**Assistant Professor James F. Briggs** received his Ph.D. in experimental psychology from Kent State University. He teaches statistics and learning processes. Briggs' research focuses on using animal models for the experimental analysis of memory and amnesia, which someday may provide more effective treatment for problems such as psychological trauma.

**Assistant Professor Samuel Day** received his Ph.D. in cognitive psychology from Northwestern University and held a

postdoctoral fellowship with the Department of Brain and Behavioral Sciences at Indiana University. He teaches sensation and perception and cognitive psychology. Day is an active researcher whose interests include reasoning and problem solving; the role of perceptually rich computer simulations in learning and education; music cognition; and judgment and decision making.

**Visiting Lecturer Erin L. Goedegebuure** received her M.A. in clinical and counseling psychology from William Patterson University and has worked as a supervisor in an evidence-based family therapy program. She is trained in the use of multi-systemic therapy to treat adolescents who exhibit delinquent behaviors. She teaches abnormal psychology and introduction to counseling.

## Psychological Science

### Learning goals:

- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
- Students will understand and apply basic research methods in psychology, including research design, analysis and interpretation.
- Students will respect and use critical thinking, skeptical inquiry and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Students will be able to apply psychological principles to personal, social and organizational issues.
- Students will be able to weigh evidence, tolerate ambiguity, act ethically and reflect the values that are the underpinnings of psychology as a discipline.
- Students will be able to communicate effectively in a variety of formats.

**Requirements for the Bachelor of Arts Degree.** The department offers Bachelor of Arts and Bachelor of Science degree programs. Majors pursuing the Bachelor of Arts complete 41 semester hours in psychology with a grade of C- or better and with at least a 2.00 psychology GPA. Students complete the following required courses from each of five content areas:

### Semester hours

- |    |   |
|----|---|
| 12 | <i>Psychology Core (all are required)</i>                       |
|    | PSYC:101 Principles of Psychology                               |
|    | PSYC:223 Research Methods in Psychology                         |
|    | PSYC:421 Directed Research                                      |
| 4  | <i>Developmental Psychology (choose one of the following)</i>   |
|    | PSYC:238 Developmental Psychology: Conception Through Childhood |
|    | PSYC:239 Developmental Psychology: Adolescence                  |

- PSYC:240 Developmental Psychology: Adulthood
- 4 *Interpersonal and Intrapersonal Psychology* (choose **one** of the following)  
 PSYC:230 Social Psychology  
 PSYC:245 Personality  
 PSYC:320 Abnormal Psychology
- 8 *Fundamental Paradigms in Psychology* (choose **two** of the following)  
 PSYC:340 Cognitive Psychology  
 PSYC:342 Behavioral Neuroscience  
 PSYC:344 Learning and Processes
- 1 *Laboratory Proficiency* (choose **one** of the following)  
 PSYC:360 Laboratory in Behavioral Neuroscience  
 PSYC:361 Laboratory in Cognitive Psychology  
 PSYC:362 Laboratory in Learning Processes  
 PSYC:363 Laboratory in Sensation and Perception
- 12 *Psychology Electives*  
 12 hours of electives selected with faculty adviser guidance

Majors must also complete a comprehensive psychology examination during the junior or senior year. Questions cover courses in the psychology core, developmental psychology, interpersonal and intrapersonal psychology, and fundamental paradigms in psychology content areas but not courses in the laboratory proficiency area. Students have up to four opportunities to take the comprehensive examination; only the highest score is recorded on the transcript. Performance on the comprehensive examination is reported on the transcript as high pass, pass or fail.

The department also recommends additional courses in other areas, depending on specific career goals. Frequent choices are biology, health care studies, sociology, anthropology, philosophy, business, prelaw and communications.

**Additional Requirements for the Bachelor of Science Degree.** Candidates for the Bachelor of Science degree will complete all requirements for the Bachelor of Arts in psychology. Bachelor of Science candidates also complete two additional courses (at least one of which must be selected from outside the psychology department) from among the following four options:

- A course (together with its corresponding lab) from the natural sciences (biology, chemistry, ecology, earth and environmental sciences, health care studies, or physics) that does not fulfill the student's scientific explanations requirement<sup>1</sup>
- Any four-semester-hour math course numbered 111 or higher (except statistics) that does not fulfill the student's Analytic Thought requirement<sup>1</sup>

- A third course from the fundamental paradigms content area of the psychology major<sup>2</sup>
- PSYC:323 Advanced Research Design and Analysis<sup>2</sup>

<sup>1</sup>A student may take two of these courses to meet their B.S. course requirements

<sup>2</sup>This course may also be counted as a psychology B.A. elective

**Secondary Teaching Certification.** Psychology majors preparing for certification may substitute student teaching for eight semester hours of psychology electives. They also must meet additional Department of Education requirements.

**Minor in Psychology.** The minor is designed to acquaint students with important areas in the field while offering flexible options based on their career goals. Students consult with a psychology department adviser to select minor courses. The minor requires 24 semester hours in psychology with a grade of C- or better and a minimum 2.0 grade point average in their psychology classes. Required courses include PSYC:101 Principles of Psychology, 12 semester hours at the 200 level (only one of which may be from the developmental psychology sequence), and eight semester hours in courses numbered 300 or above. Psychology laboratory courses may be applied to the minor. Substitution of 300-level courses for 200-level courses is possible with permission of the minor adviser. Students may not apply the following courses to the minor: PSYC:123 Statistics for the Behavioral Sciences; PSYC:421 Directed Research; PSYC:505 Research Apprenticeship; PSYC:525, 526 Independent Research; and PSYC:527, 528 Practicum.

**Honors in Psychology.** Award of departmental honors recognizes outstanding performance and dedication in the psychology major. To graduate with honors in psychology, students must do the following:

- Complete all the requirements for either the B.A. or B.S. in psychology.
- Have an overall cumulative GPA of 3.25 and a psychology GPA of 3.5,
- Score at least 80 percent on the comprehensive examination,
- Complete PSYC:525 Independent Research for two or more semester hours, and
- Present their independent research in an approved public forum.

**Psi Chi.** Students who meet the requisite standards will be invited to join the international psychology honor society.

## Psychology Courses

### **PSYC:101 Principles of Psychology.**

Introduces principles and theories of behavior. Topics include biopsychology, sensation and perception, learning and memory,

and physical and behavioral development. Also covers personality theory and assessment, social and cultural influences on behavior, and behavior pathology and treatment. 4 SH. CC: *Social Interactions*.

**PSYC:123 Statistics for the Behavioral Sciences.**

Methods in collecting, organizing, summarizing, analyzing and interpreting numerical data. Topics include organizing data in table and graph formats; measures of central tendency, dispersion, relative standing and correlation; probability; and hypothesis testing. Students may earn credit for only one of the introductory statistics courses offered by the departments of management, psychology and mathematical sciences. 4 SH. CC: *Analytical Thought*.

**PSYC:201 Topics in Psychology.**

Examines selected topics in psychology, depending on student and instructor interest. Course may be repeated for credit if topic is different. 2–4 SH.

**PSYC:223 Research Methods in Psychology.**

Basic research methods. Covers naturalistic observation, surveys and experimental and quasi-experimental designs. Lecture and lab. Prerequisites: PSYC:101 and PSYC:123. 4 SH. CC: *Writing Intensive*.

**PSYC:230 Social Psychology.**

The study of how individuals are influenced by social interactions. Examines social phenomena, such as attitude change, conformity, impression formation, stereotyping, aggression and helping. Emphasizes scientific methods and results, explanatory theories and application to practical problems. Prerequisite: PSYC:101. 4 SH.

**PSYC:232 Environmental Psychology.**

The study of how people interact with the environment—both natural and built. Topics covered include environmental perception and cognition; worldviews and attitudes toward nature; impact of environmental factors, such as weather, on behavior and mood; reactions to natural and technological disasters; personal space, territoriality and crowding; and psychological factors in urban planning and in residential, educational and commercial design. Prerequisite: PSYC:101. 4 SH.

**PSYC:238 Developmental Psychology: Conception Through Childhood.**

Human development during infancy and childhood. Emphasizes development and behavioral changes in the biological, cognitive and social cognitive domains. Includes physical, cognitive, emotional, language, moral, social and self-concept development. Examines culture as a context for development and behavior. *Requires 12 hours of field experience*. Prerequisite: PSYC:101. 4 SH.

**PSYC:239 Developmental Psychology: Adolescence.**

Human development through adolescence. Emphasizes development and behavioral changes in the biological, cognitive and social cognitive domains. Includes pubertal, intellectual, emotional, communicative, moral, social and identity development. Examines culture as a context for development and behavior. Prerequisite: PSYC:101. 4 SH.

**PSYC:240 Developmental Psychology: Adulthood.**

Human development from the adult years through death. Emphasizes development and behavioral changes in the biological, cognitive and social cognitive domains. Includes physical and hormonal changes, intelligence, emotions, communication, career and retirement issues, family changes, relationships and marriage, and death and dying. Examines culture as a context for development and behavior. Prerequisite: PSYC:101. 4 SH.

**PSYC:242 Health Psychology.**

Reviews important topics in this field from both the psychological and biomedical perspective. Topics covered include stress and its management, health-related decision making, chronic disease, and the involvement of psychosocial factors in medical care settings. Emphasis is placed on evaluating the impact of these areas upon everyday life and in clinical settings. Prerequisite: PSYC:101 and sophomore standing. 4 SH. CC: *Interdisciplinary*.

**PSYC:243 Drugs, Society and Behavior.**

Examines the physiological and psychological effects of a wide variety of legal and illegal drugs, as well as patterns of drug use. Includes behavioral, pharmacological and neurological points of view. Stresses factual and unbiased information, which is presented in a nonjudgmental fashion. 4 SH. CC: *Team Intensive*.

**PSYC:245 Personality.**

Covers major theoretical perspectives on personality structure and development, with an emphasis on supporting research and practical applications. Prerequisite: PSYC:101. 4 SH.

**PSYC:250 Educational Psychology.**

An overview of psychological and educational principles as they apply to the classroom. Topics include instructional planning, developmental characteristics of students and learning theories. Also covers evaluation, discipline and classroom management. Same as EDUC:250. 4 SH. CC: *Social Interactions, Writing Intensive*.

**PSYC:320 Abnormal Psychology.**

Examines the causes, symptoms and treatment of mental disorders. Also addresses theoretical perspectives, research methodology, the diagnostic process, assessment procedures and ethical issues associated with the field. Prerequisites: PSYC:101 and sophomore standing. 4 SH.

**PSYC:322 Psychological Testing.**

Introduces the development, characteristics and use of psychological tests. Covers methods of constructing, administering and evaluating tests. Reviews tests of abilities, personality, interest and attitudes. Also explores technical problems and ethical issues common in psychological testing. Prerequisites: PSYC:101 and PSYC:123. 4 SH.

**PSYC:323 Advanced Research Design and Analysis.**

Continues and expands topics introduced in PSYC:123 Statistics for the Behavioral Sciences. Emphasizes the design and analysis of multifactor experiments. Examines designs, including completely randomized, randomized block and split-plot factorial designs. Also covers Latin and Greco-Latin square designs and covariance designs. Prerequisites: PSYC:101, statistics, and PSYC:223. 4 SH.

**PSYC:334 Psychology of Gender.**

Explores current theory and research in the development of gender and consequences of gender roles. Covers evolutionary, biological, psychoanalytic, cognitive, social learning and cross-cultural perspectives on gender, as well as approaches that seek to understand interactions among these influences. Prerequisites: PSYC:101 or SOCI:101 and junior standing. Same as WMST:334. 4 SH. CC: Diversity, Writing Intensive.

**PSYC:340 Cognitive Psychology.**

An examination of how the mind works through the mental processes underlying attention, perception, memory, language, reasoning and decision making, on both behavioral and physiological levels. Prerequisite: PSYC:101. 4 SH.

**PSYC:342 Behavioral Neuroscience.**

Explores neurophysiological influences on behavior. Topics may include human communication, learning and memory, visual processing, ingestive behavior, sleep, emotion and stress, addiction, aggression, reproductive behavior, and neurological and neuropsychological disorders. Prerequisite: PSYC:101. 4 SH. CC: Interdisciplinary

**PSYC:344 Learning Processes.**

Examines principle and theories of classical and instrumental conditioning, including the roles of contiguity and contingency, reinforcement, cognitive and behavioral models of classical conditioning and instrumental learning, and factors influencing learning. Prerequisite: PSYC:101. 4 SH.

**PSYC:346 Sensation and Perception.**

Explores how individuals take in information from the environment and interpret it meaningfully. Focuses on the visual and auditory systems, but also covers olfaction, taste and touch. Covers the anatomy of human sensory systems and the neural and cognitive processes that turn sensations into perceptions of the world. Prerequisite: PSYC:101. 4 SH.

**PSYC:350 Psychology, Culture and Ethnicity.**

A critical examination of the role of culture in human development and behavior. Explores (a) the universality and diversity of human biological, cognitive, social and emotional development and behavior within and across racial, ethnic and cultural groups; (b) the contexts in which multiple cultures intersect or interact with one another and the historical, institutional and personal factors that influence or regulate these interactions; and (c) the theoretical and methodological approaches psychologists use to explore these issues. Prerequisites: PSYC:101 or SOCI:101 and junior standing. 4 SH. CC: Diversity, Writing Intensive.

**PSYC:360 Laboratory in Behavioral Neuroscience.**

Using behavioral neuroscience methods and procedures to investigate action potential dynamics, neuroanatomy, visual processing, learning and memory processes, and emotion regulation. Prerequisite: PSYC:342 to be taken concurrently or as a prerequisite. 1 SH.

**PSYC:361 Laboratory in Cognitive Psychology.**

Investigates cognitive phenomena including attention, memory and problem solving using appropriate experimental methodology and techniques. Prerequisite: PSYC:340 to be taken concurrently or as a prerequisite. 1 SH.

**PSYC:362 Laboratory in Learning Processes.**

This course provides an experience with the experimental methods employed in the study of learning. The course utilizes laboratory techniques to examine the principles and theories of classical and instrumental conditioning. Prerequisite: PSYC:344 to be taken concurrently or as a prerequisite. 1 SH.

**PSYC:363 Laboratory in Sensation and Perception.**

Accompanies PSYC:346 Sensation and Perception. Provides direct experience with this topic area through participation in perception studies, collection and analysis of data, and reading and discussion of relevant source literature. Prerequisite: PSYC:346 to be taken concurrently or as a prerequisite. 1 SH.

**PSYC:400 Advanced Topics in Psychology.**

Examines selected advanced topics in psychology, depending on student and instructor interest. Course may be repeated for credit if topic is different. Prerequisites: Any 200-level or higher psychology course, junior or senior standing. 2-4 SH.

**PSYC:421 Directed Research.**

Student/faculty collaborative research in the student's area of interest. Introduces the methodologies and problems of doing original research in psychology. Lecture and lab. Prerequisites: PSYC:101, PSYC:223 and instructor's permission. 4 SH. Capstone. CC: Writing Intensive, Team Intensive.

**PSYC:450 Introduction to Counseling.**

An introduction to the counseling profession. Includes basic helping skills, selected intervention techniques, issues in

counseling special client populations and professional ethics.  
Prerequisites: PSYC:320 and junior standing. 4 SH. CC: *Ethics Intensive*.

**PSYC:500 Internship in Psychology.**

Practical experience in an approved supervised work setting. The student is responsible for arranging the internship and completing a learning contract with the faculty supervisor. May be repeated once for a maximum of six semester hours. 2-4 SH.

**PSYC:505 Research Apprenticeship.**

Provides an opportunity to collaborate on a faculty research project as part of a close mentoring relationship where students learn advanced research methods and data management in a one-on-one setting. Involves a commitment of five hours per week per semester hour of course credit. Open only to students who meet criteria set by supervisor and only when positions are available. May be taken multiple times to a total of 4 semester hours. Prerequisite: Faculty supervisor's permission. 1-4 SH.

**PSYC:510 Independent Study.**

Provides an opportunity to work individually with the instructor for focused reading, study and reflection about a particular topic area. Prerequisite: Instructor's permission. 1-4 SH.

**PSYC:525, 526 Independent Research.**

Students complete an individual research project in their area of interest working closely with a faculty supervisor. Prerequisites: PSYC:421, supervisor's permission. 2-4 SH.

**PSYC:527, 528 Practicum.**

Supervised field experience in student-selected applied settings. Includes related writing assignments. PSYC:527 and 528 may be taken consecutively or concurrently. Prerequisites: Qualified juniors and seniors only, PSYC:101, PSYC:320 and PSYC:450, minimum 2.80 GPA and instructor's permission. 4 SH.

# Religious Studies

## Religious Studies Faculty

**Professor Karla G. Bohmbach**, department head, received her Ph.D. from Duke University. Her research focuses on feminist interpretations of the Hebrew Bible, though she teaches a wide range of courses in biblical studies, as well as such courses as Introduction to Women's Studies and Women and Religion.

**Associate Professor Jeffrey K. Mann** received his Ph.D. from Vanderbilt University. He specializes in the study of historical and contemporary theology, as well as world religions.

**Associate Professor Thomas W. Martin** received his D.Phil. at Oxford University. He specializes in New Testament interpretation. He also teaches Science and Religion, ethics and theology.

**Assistant Professor Matthew Duperon** received his Ph.D. from Brown University. He specializes in comparative religious ethics with an emphasis on classical Chinese traditions, though he teaches more broadly in Asian religious traditions and contemporary religious ethics.

## Religious Studies

### Learning Goals

The study of religion is fundamentally an interdisciplinary endeavor, involving a variety of intellectual approaches in the analysis of diverse expressions of religious phenomena and cultures around the world. Reflecting the methodological and substantive breadth of the field of religious studies, the religious studies major at Susquehanna University is designed to accomplish the following student learning goals:

- To develop the ability to critically analyze primary religious texts.
- To use various interpretative perspectives (literary, historical, theological, ideological, etc.) in deriving meaning from religious texts.
- To engage with at least one non-Western religious tradition in historical and geographical context.
- To think critically and cross-culturally about ethical questions in relationship to themselves, society and/or the world.
- To engage critically with issues and problems in contemporary societies as they relate to religious thought and/or practice.
- To conduct substantive research (finding, consulting and engaging both primary and secondary resources and making

preliminary connections and conclusions from the same) and present this research in written form.

- To reflect upon and assess work in critical and constructive ways by applying concepts, theories and methods within academic and professional contexts.

**Requirements for the Major in Religious Studies.** Majors in religious studies complete at least 36 semester hours in the discipline with grades of C- or better. To ensure both breadth and depth of study, there is one compulsory course, and the remaining 32 semester hours must include at least one course from each of the four subject areas identified below. At least 20 of the 32 semester hours must be taken at the 200 level or higher. Topics courses and independent study courses may be given a subject area designation by the instructor in consultation with the department. The compulsory course does not count toward the subject area distribution requirement.

semester hours

- 4     *Compulsory Course for the Religious Studies Major*  
RELI:101 Introduction to Religious Studies

#### *Subject Area Courses*

- 16    Must include at least one course from each of the four subject areas in italics below

#### *Elective Courses*

- 16    Elective courses can be additional courses within the four subject areas or other courses identified below. At least 20 of the 32 semester hours taken to fulfill the subject area and elective requirements must be at the 200 level or above.

- 4     *Primary Religious Texts*  
RELI:103 The New Testament  
RELI:201 The Hebrew Bible  
RELI:203 The Historical Jesus  
RELI:207 Women in the Biblical Tradition  
RELI:300 Apocalypticism

- 4     *Ethics*  
RELI:102 Applied Biblical Ethics  
RELI:107 Faiths and Values  
RELI:115 Jewish Philosophy and Ethics  
RELI:117 Introduction to Asian Religions  
RELI:203 The Historical Jesus  
RELI:208 Buddhism  
RELI:235 Environmental Ethics  
RELI:315 Being Awesome at Life  
RELI:318 Daoist and Confucian Ethics

- 4     *Non-Western Religions*

RELI:105 World Religions  
RELI:117 Introduction to Asian Religions  
RELI:208 Buddhism  
RELI:225 Women in Religion  
RELI:318 Daoist and Confucian Ethics

- 4 *Contemporary Issues in Religion*  
RELI:102 Applied Biblical Ethics  
RELI:107 Faiths and Values  
RELI:208 Buddhism  
RELI:220 Magic, Witchcraft and Religion  
RELI:225 Women in Religion  
RELI:235 Environmental Ethics  
RELI:350 Science and Religion  
RELI:360 Religious Fundamentalisms in the Modern World
- Electives*  
RELI:113 Introduction to Judaism  
RELI:209 Biblical Archeology  
RELI:210 Philosophy of Religion  
RELI:215 Music in Christian Rituals  
RELI:309 Luther: Life and Thought  
RELI:312 Church History: Early and Medieval  
RELI:313 Church History: 1500-Present

**Minor in Religious Studies.** Students minoring in religious studies complete 20 semester hours in the discipline with grades of C- or better. Students consult with an assigned minor adviser to select both upper- and lower-level courses. Of the five courses, at least two must be at the 200 level or above.

**Capstone Requirement.** Students majoring in religious studies are expected to take the senior capstone requirement in the appropriate subject. A student with a double major may fulfill the university capstone requirement in a major outside of this department. Any student who elects to fulfill the capstone requirement in this manner must complete the religious studies major by successful completion of an additional four-semester-hour course, or the equivalent, in the relevant subject. Any student wishing to qualify for religious studies departmental honors must fulfill the appropriate capstone as provided by the Religious Studies Department in addition to any capstone requirements imposed in a second major.

The course description for the departmental capstone states that it is “to serve [students] as a culmination of all their studies, allowing them to address a particular topic, issue or thinker in religious studies through the lens of their total undergraduate education.” Religious studies majors are encouraged to develop

capstone projects that also draw on knowledge and strengths they have acquired in declared minors. Primary oversight of such projects will rest with the appropriate faculty supervisor in religious studies, although students will also be expected to work with an appropriate adviser from their minor area(s) of study.

**Honors.** The honors program in religious studies encourages and commends outstanding academic work. To graduate with departmental honors in religious studies, students must do the following:

- Complete requirements for the major,
- Have a cumulative GPA of at least 3.00 overall and at least 3.50 in religious studies, and
- Perform outstanding academic work in at least one course of independent study in religious studies.

## Religious Studies Courses

### **RELI:101 Introduction to Religious Studies.**

Explores the human phenomenon of religion via the interdisciplinary perspectives and methods of religious studies. Seeks to gain understanding of a wide range of cross-cultural human religious experiences, such as ritual, the sacred, the divine, religious community, religious ethical norms, mysticism, myth and doctrine. An emphasis on analysis of gender, power, privilege and justice in religion. Provides a foundation for understanding religious studies as a discipline. 4 SH CC: *Diversity, Ethics.*

### **RELI:102 Applied Biblical Ethics.**

Examines what contributions biblical texts can make to specific moral dilemmas in contemporary society, using the biblical traditions of the Old and New Testaments together with ethical theory and the Christian traditions of biblical interpretation. Specific problems vary, but at least six of the following areas are covered each time the course is offered: economics and consumerism; personal vocation; environmentalism; recreation and entertainment; sexual issues; health care; violence and war; education and moral development; media; and racism. 4 SH. CC: *Ethics, Team Intensive.*

### **RELI:103 The New Testament.**

An introduction to those texts identified as Christian scripture. Particular focus on the social, historical and religious contexts that helped shape this literature and the ways in which these texts witness to the early history of Christianity. 4 SH. CC: *Literary Expression.*

### **RELI:105 World Religions.**

Examines both historical and contemporary aspects of the world's major religions. 4 SH. CC: *Diversity Intensive, Ethics Intensive.*

**RELI:107 Faiths and Values.**

Examines the contemporary personal and social consequences of religiously based values from a multicultural perspective. 4 SH. CC: *Diversity, Ethics*.

**RELI:113 Introduction to Judaism.**

Examines Judaism as it has been defined and developed as a way of thought and a way of life. The course focuses on central religious concepts, holidays, life-cycle ceremonies and various forms of religious expression, including prayer and ritual, in order to help students understand what it means and has meant to be a Jew. Same as JWST:113. 4 SH. CC: *Diversity*.

**RELI:115 Jewish Philosophy and Ethics.**

Explores issues and problems related to the philosophical and ethical literature of the Jews, from the Talmudic period through the present. Topics vary and may include classical Jewish texts, mysticism, continental and poststructural Jewish philosophy, morality and social practice, women and gender, and Judaism in America. The course encourages students to recognize in Jewish texts reflections of Judaism that are diverse and, at times, antithetical to one another. Same as JWST:115. 4 SH. CC: *Ethics*.

**RELI:117 Introduction to Asian Religions.**

This course provides students with an introduction to various religious traditions in Asia. It will provide an overview of the history, beliefs and practices of Hinduism, Buddhism, Confucianism and Daoism, with the intent of helping students to understand the culture, history and values of Asian communities. 4 SH. CC: *Diversity Intensive, Ethics Intensive*.

**RELI:201 The Hebrew Bible.**

An introduction to the texts of the Hebrew Bible, with concern for their sociohistorical contexts, literary forms and theological insights. Attention also to the variety of ways in which this literature has been and continues to be valued. Prerequisites: One course in religion, English or history or DIVS:100 or WMST:100; sophomore standing or instructor's permission. Same as JWST:201. 4 SH. CC: *Diversity Intensive, Interdisciplinary, Writing Intensive*.

**RELI:203 The Historical Jesus.**

Close reading of both the canonical and noncanonical gospels and their various representations of Jesus. Consideration of the search for the historical Jesus and the nature of the communities from which the gospels derived. 4 SH.

**RELI:207 Women in the Biblical Tradition.**

An extensive inquiry into women's stories and images in the Hebrew Bible, New Testament and related literature from the biblical period. Explores the range of roles played by women within biblical narratives, the variety of metaphorical/symbolic uses of femininity in biblical traditions, and legal and ethical precepts related to the status of women in the biblical period. Methods and approaches from the social sciences, history, literary studies and theology, as shaped by feminist theory, will

serve as the main guides for this study. Prerequisites: Sophomore standing and one course in religion, women's studies, English or history, or DIVS:100. Same as WMST:207 and JWST:207. 4 SH. CC: *Diversity Intensive, Interdisciplinary, Writing Intensive*.

**RELI:208 Buddhism.**

This course gives students an intensive introduction to Buddhism, one of the most influential and vibrant religious traditions in the world today. Beginning at home with North American Buddhism, the course covers the history, practices and beliefs of all major Buddhist traditions, organized geographically. Primary texts in English translation are emphasized, and students are encouraged to try out Buddhist practices in optional sessions. The course also covers contemporary Buddhist responses to ethical issues like abortion, global poverty and the peace process. 4 SH. CC: *Diversity Intensive, Ethics*.

**RELI:209 The Bible and Archaeology.**

A study of the events, persons and sociocultural processes of ancient (biblical) Israel. Examines carefully the ways in which both the Bible and archaeology can and cannot serve as prime source material for a history of ancient Israel. Considers also the relationships between the biblical text and archaeological findings for historical reconstructions. Prerequisites: One course in religion (Biblical studies) or history and sophomore standing. 4 SH. CC: *Historical Perspectives, Interdisciplinary*.

**RELI:210 Philosophy of Religion.**

Focus on classical and contemporary writings to determine the credibility of religious faiths and beliefs. Same as PHIL:210. 4 SH.

**RELI:215 Music in Christian Rituals.**

Examines the theological and musicological aspects of artistic contributions to Christian worship as recognized in varied cultural settings. Same as MUSC:215. Prerequisite: Junior standing. 4 SH. CC: *Artistic Expression, Diversity Intensive, Interdisciplinary*.

**RELI:220 Magic, Witchcraft and Religion.**

Examines anthropological concepts of magic, witchcraft and religion in a cross-cultural context. Drawing on ethnography, anthropological theory, history and film, the class explores the nature of magic, witchcraft and religion; the relations among them; and the ways in which they interact with other social formations—for example, gender, politics and economics. Countries studied have included South Africa, India, Haiti and the United States. Same as ANTH:220. 4 SH. CC: *Diversity, Social Interactions*.

**RELI:225 Women in Religion.**

Critically studies how women are perceived, portrayed and involved in a number of the world's religions, including Hinduism, Buddhism, Judaism, Islam, Christianity and women's spiritual movements. Same as WMST:225. 4 SH.

**RELI:235 Environmental Ethics.**

This course combines religious, philosophical and ecological thought as a means of addressing questions about appropriate ethical responses, actions and attitudes in our relationship with our ecosystems. It covers current utilitarian, deontological and virtue-based religious moral thought to focus on questions about the morality of economic and built-environment infrastructures and resultant cultural sea-shifts that need to take place to enable us to embody an ethical relationship with the environment. 4 SH. CC: *Ethics, Team Intensive*.

**RELI:277 Philippines-History, Religion, and Culture.**

This course offers an introduction to the history, religion and culture of the Philippines. It is designed as a pre-departure course for students taking part in the GO-Philippines program. 2 SH.

**RELI:300 Apocalypticism.**

Using interdisciplinary perspectives from sociology, cultural anthropology, religious studies, history, cultural studies, theology and biblical studies, this course examines the role and modes of speculation about the end of the world as a contemporary interpretive and cultural problem in the Western religious and secular traditions. The course explores the origins of apocalyptic worldviews in ancient Judaism and Christianity and how it is we continue to use these traditions in our own time, as well as how medieval and early modern developments to contemporary utopianism and millennialism impact us. Prerequisites: Either RELI:201 or RELI:103, or instructor's permission. 4 SH.

**RELI:305 Topics in Religion.**

Examines selected topics in religion, depending on student and instructor interest. Course may be repeated for credit if topic is different. 2-4 SH. CC: *Ethics Intensive and Interdisciplinary when the topic is Theology and Philosophy in the Fiction of C.S. Lewis*.

**RELI:309 Luther: Life and Thought.**

Through readings from the writings of Martin Luther (1483-1546) and major secondary sources, this course examines the life, thought and importance of Luther in the context of his times and with attention to his significance for today's Christian churches and interfaith dialogues. 4 SH.

**RELI:312 Church History: Early and Medieval.**

The purpose of this course is to offer an introduction to the academic study of the Christian Church from its inception through the Middle Ages. Beginning with a quick background sketch of the events in the New Testament, this course will examine the people, events and theology that we associate with the early and medieval church, up to the dawn of the Reformation. This class is designed, then, to introduce students to the defining people and events during this period that shaped, and continue to shape, the Christian Church. 4 SH. CC: *Historical Perspectives*.

**RELI:313 Church History: 1500 to the Present.**

The purpose of this course is to offer an introduction to the academic study of the Christian Church from the 16th century until today. Beginning with a quick background sketch of the events in the Middle Ages, this course will examine the people, events and theology that we associate with the Reformation, Enlightenment and contemporary Church. We will also be considering the history of the Church outside of its Western parameters. This class is designed, then, to introduce students to the defining events during these periods that shaped, and continue to shape, the Christian Church. Prerequisite: Sophomore standing. 4 SH. CC: *Historical Perspectives*.

**RELI:315 Being Awesome at Life.**

This course offers a cross-cultural examination of the pursuit of a good human life, and how one learns to live better. In other words, it is about the theory and practice of being awesome at life. We focus on ethical dispositions (skills, habits and virtues) as critical features of ethics, explored through texts from various religious and philosophical figures in English translation, as well film and other media. Prerequisite: Junior standing. Previous experience in philosophy or religion is helpful, but not required. 4 SH. CC: *Ethics, Writing Intensive*.

**RELI:318 Daoist and Confucian Ethics.**

This course introduces students to the two indigenous systems of ethical thought that have most profoundly shaped Chinese and East Asian culture: Daoism and Confucianism. We focus on original textual material in English translation and place these materials in their historical context to understand their relationship to each other and to subsequent developments in China and beyond. However, the course primarily focuses on the ideas these texts express, and how those ideas relate to universal concerns in ethics, as well as specific ethical issues. In other words, this is first and foremost an ethics class, and in particular it deals with Chinese materials and East Asian approaches to ethical issues. 4 SH. CC: *Diversity Intensive, Ethics, Writing Intensive*.

**RELI:350 Science and Religion.**

Examines the interaction of science and religion by looking at the history of their relationship, philosophical and theological issues, and current debate on specific questions of interest to both disciplines. Prerequisites: Sophomore standing or instructor and adviser permission. 4 SH. CC: *Interdisciplinary*.

**RELI:360 Religious Fundamentalisms in the Modern World.**

This course examines religious beliefs, practices and ways of life that have come to be labeled "fundamentalist." The course attends in particular to their emergence in the modern world and the ways in which they critically engage secular convictions about morality, aesthetics and epistemology. The focus of the course is on Protestant fundamentalism and the Islamic Revival, but, depending on student interest, the class may also consider "ultra-orthodox" Judaism or Hindu nationalism. Prerequisite: One of the following: ANTH:162, ANTH:220, SOCI:101,

SOCI:102, a 100-level religion course or instructor's permission. Same as ANTH:360. 4 SH. CC: *Diversity Intensive, Social Interactions, Writing Intensive.*

**RELI:400 Independent Study.**

Individual and in-depth study of a specialized topic under a faculty member's direction. May involve a reading program, a major research paper or experiential learning in conjunction with written analysis and reflection. Prerequisite: Department permission. *Variable credit.*

**RELI:500 Capstone.**

Study of a particular topic under a faculty member's direction. The capstone is to serve students as the culmination of their studies allowing them to address questions in religious studies through the lens of their total undergraduate education. Such projects could be structured in a number of different ways and might include an experiential learning aspect. The capstone should culminate in a major research paper. 2-4 SH. *Capstone.*

# Sociology and Anthropology

## Sociology and Anthropology Faculty

**Professor Simona J. Hill** holds a Ph.D. in sociology from the University of Pennsylvania. She teaches courses in social problems, social control and deviance; she also supports the women's studies and diversity programs. Her research interests are in the areas of ethnographic field research, feminist pedagogy, race, gender and ethnicity (on leave 2014-15).

**Professor Dave Ramsaran** received his Ph.D. in sociology from the American University. He teaches courses in quantitative research methods, globalization, international political economy, social stratification and Caribbean culture.

**Associate Professor John Bodinger de Uriarte** earned his Ph.D. in anthropology from The University of Texas at Austin. He teaches courses in family and kinship, museum studies, public culture, war and organized violence, Native America, and race and ethnicity. He is the director of the diversity studies program.

**Associate Professor Shari Jacobson**, department head, received her Ph.D. in anthropology from Stanford University. She teaches courses on religion, politics, transnational communities, the Jewish diaspora and anthropological theory.

**Associate Professor Michael Smyth** received his Ph.D. from the University of California at Irvine. He teaches courses in sociological theory, crime and criminal justice, sociology of punishment, and sociology of law. He directs the Arlin M. Adams Center for the Study of Law and Society.

**Visiting Assistant Professor Anne Luna** received her Ph.D. in sociology from Howard University. She teaches courses on qualitative methods, environmental justice, social movements and gender. Her research interests fall in the areas of historical materialist theory and social inequality, specifically race, ethnicity, class, gender and sexuality.

## Sociology and Anthropology Studies

### Learning goals:

- Develops a critical understanding of the relationships between individuals, culture and social structures.
- Improves abilities to speak, write and present information clearly to a variety of audiences.
- Develops an understanding of the links between theory and methods in the production of knowledge.
- Analyzes and critiques the dynamic nature of contemporary social and cultural worlds.

**Requirements for Degrees.** The Department of Sociology and Anthropology offers a major in sociology, a major in

anthropology, a minor in sociology and a minor in anthropology. It also offers, in collaboration with the Department of Education, a course of study that leads to social studies teacher certification.

**Requirements for a Major in Sociology.** A sociology major must complete 44 semester hours of required courses in sociology and anthropology and receive grades of C- or better. All majors must achieve at minimum a cumulative GPA of 2.00 in courses offered by the department. There are five compulsory courses. At least 12 of the remaining 24 hours must be taken at the 300 level or higher. In consultation with a department adviser, a sociology major may fulfill some of the major requirements by taking anthropology courses. The department recommends that SOCI:235/ANTH:235 Qualitative Research Methods, SOCI:245/ANTH:245 Quantitative Research Methods and SOCI:311 Sociological Theory be completed by the end of the junior year. The capstone requirement for a major in sociology is met by taking SOCI:501/ANTH:501 Independent Research, which requires the production of a research paper.

semester hours

20	<i>Compulsory Courses for Sociology Major</i>
4	SOCI:101 Principles of Sociology
4	SOCI:235/ANTH:235 Qualitative Research Methods
4	SOCI:245/ANTH:245 Quantitative Research Methods
4	SOCI:311 Sociological Theory
4	SOCI:501/ANTH:501 Independent Research

24 *Electives*

Of the 24 remaining semester hours, at least 12 must be taken at the 300 level or higher.

**Requirements for a Major in Anthropology.** An anthropology major must successfully complete 44 semester hours of coursework primarily in anthropology. Courses in related disciplines (e.g., sociology and history) may be credited toward the major as noted below. Students must receive grades of C- or better in classes applied to the major and achieve a cumulative GPA of 2.00 in the major. Required courses include ANTH:162 Introduction to Anthropology, ANTH:235/SOCI:235 Qualitative Research Methods, ANTH:400 History of Anthropological Theory and, as a capstone experience, ANTH:501/SOCI:501. Of the remaining 28 credits, students must take at least five anthropology courses designated as theory courses, one course designated as an area studies course and one elective course. At least 12 of the theory course credits must be taken at the 300 level or above. Topics courses or Honors courses taught by anthropology faculty may be credited toward the theory requirement pending departmental approval. GO programs reviewed by the department may satisfy the area studies requirement for the major. Depending on the project, ANTH:501 Independent Research may be credited toward either the theory or area studies requirement.

*Required Courses*

- 4 ANTH:162 Introduction to Anthropology
- 4 ANTH:235/SOCI:235 Qualitative Research Methods
- 4 ANTH:400 History of Anthropological Theory
- 4 ANTH:501/SOCI:501 Independent Research

*Theory Courses*

- 4 ANTH:152 Public Culture
- 4 ANTH:220 Magic, Witchcraft and Religion
- 4 ANTH:222 Life During Wartime
- 4 ANTH:237 Museums and Anthropology
- 4 ANTH:310 National, Transnational and Diasporic Communities
- 4 ANTH:311 Regulating Bodies: Food, Sex, Drugs and the Economy
- 4 ANTH:312 History and Culture of Jewish Cuisines
- 4 ANTH:322 Visual Anthropology: Imagining the Other
- 4 ANTH:341 Family and Kinship
- 4 ANTH:360 Religious Fundamentalisms in the Modern World
- 4 ANTH:413 Race, Ethnicity and Minorities

*Area Studies Courses*

*Latin America and the Caribbean*

- 4 SOCI:210 Caribbean Culture and Society
- 4 SPAN:305 Spanish for the Service Professions
- 4 SPAN:447 Seminar in Hispanic-American Studies
- 4 HIST:180 Latin America, 1492-1825
- 4 HIST:181 Latin America, 1825-Present

*Asia*

- 4 HIST:151 Traditional East Asia
- 4 HIST:152 Modern East Asia
- 4 HIST:258 Modern China

*Africa*

- 4 HIST:171 African Civilization
- 4 HIST:172 Early Modern Africa

*North America*

- 4 ANTH:227 Native America North of Mexico
- 4 HIST:111 U.S. History to 1877
- 4 HIST:112 U.S. History Since 1877
- 4 HIST:215 The Civil War in the American Experience
- 4 HIST:217 Contemporary America, 1945- Present
- 4 HIST:218 Work and Play in the U.S.A.
- 4 HIST:313 Social History of the United States

- 4 HIST:314 African-American History
- 4 HIST:316 Making a Multicultural United States
- 4 HIST:323 History of American Medicine
- 4 HIST:370 American Women
- 4 FILM:230 American Film and Culture
- 4 ENGL:225 Studies in Literatures of the Americas 1865-Present
- 4 ENGL:345 Themes in Modern American Literature

*Europe*

- 4 HIST:132 Europe, 1648-Present
- 4 HIST:226 Soviet and Russian Politics
- 4 HIST:321 European Union
- 4 FRNC:310 French and Francophone Literary and Cultural or Film Studies
- 4 FRNC:320 French and Francophone Film Studies
- 4 FRNC:460 Seminar on French and Francophone Literature/Culture/Film
- 4 GERM:404 Multicultural German Literature
- 4 GERM:460 Seminar in German Studies
- 4 GERM:461 German Theatre and Film
- 4 SPAN:350 Introduction to Hispanic Literature
- 4 SPAN:445 Seminar in Peninsular Spanish Studies
- 4 ENGL:325 Themes in Modern British Literature

*Disaporas and Transnations*

- 4 HIST:361 Global Migrations in Modern World History
- 4 JWST:113 Introduction to Judaism
- 4 JWST:115 Jewish Philosophy and Ethics
- 4 JWST:255 Jewish Literature
- 4 JWST:312/ANTH:312 History and Culture of Jewish Cuisines
- 4 JWST:338 The Holocaust

For the purposes of calculating the required 2.00 minimum GPA in the anthropology major, the Sociology and Anthropology Department uses all of the major courses with the ANTH prefix.

**Requirements for a Minor in Sociology.** Students must complete 24 semester hours of required courses in sociology and receive grades of C- or better. All minors must achieve at minimum a cumulative GPA of 2.00 in courses credited toward the minor. Required courses include SOCI:101 Principles of Sociology, SOCI:235/ANTH:235 Qualitative Research Methods or SOCI:245/ANTH:245 Quantitative Research Methods, and SOCI:311 Sociological Theory. At least eight of the remaining 12 semester hours must be taken from courses offered at the 200 level or higher. Credit received for practica courses are not included in the 24 semester hours required of sociology minors.

**Requirements for a Minor in Anthropology.** Students must complete 24 semester hours in anthropology and receive grades of C- or better. All minors must achieve at minimum a cumulative GPA of 2.00 in courses credited toward the minor. Required courses include ANTH:162 Introduction to Anthropology, ANTH:235/SOCI:235 Qualitative Research Methods and ANTH:400 History of Anthropological Theory. Students must also complete eight semester hours of anthropology theory courses and four semester hours of an area studies course.

**Teaching Certification.** Students interested in elementary or secondary education as a career must meet certain state-mandated requirements. Additional information is available from the Department of Education. At minimum, these students must complete SOCI:101 Principles of Sociology, SOCI:102 Social Problems, SOCI:331 Social Control and Deviance, SOCI:311 Sociological Theory, SOCI:341/ANTH:341 Family and Kinship, SOCI:413/ANTH:413 Race, Ethnicity and Minorities, ANTH:162 Introduction to Anthropology, SOCI:500 Seminar, SOCI:235/ANTH:235 Qualitative Research Methods, and SOCI:245/ANTH:245 Quantitative Research Methods. Majors preparing for teacher certification may substitute student teaching for the two sociology or anthropology electives.

**Honors.** The departmental honors program recognizes outstanding academic performance in the major with departmental honors. To graduate with departmental honors in sociology or anthropology, candidates must:

- Have a GPA of 3.50 or above in the major and 3.25 or above overall,
- Secure the recommendation of the department faculty to pursue honors,
- Write a senior thesis or equivalent paper based on departmental seminars, and
- Sit for an oral honors examination.

## Sociology Courses

### **SOCI:101 Principles of Sociology.**

Methods and approaches of scientific analysis applied to contemporary cultures and societies. Includes socialization, individual and group interaction, major social institutions, social organizations, social change, and collective behavior. 4 SH. CC: *Diversity, Social Interactions.*

### **SOCI:102 Social Problems.**

Basic concepts and principles of sociology applied to significant social problems. Examines social disorganization, cultural conflicts and personal deviations associated with the stress of industrialization, urban life and bureaucracy. 4 SH. CC: *Social Interactions.*

### **SOCI:202 Black Feminism 1.**

Black feminism is the study of how gender, race and class issues are inextricably linked to oppression. Black feminism goes beyond mainstream feminisms and sees itself as a collective social movement. This course is primarily an activist response to intersecting oppressions that subordinate black women and others in terms of race, gender, class, sexuality, nation and the need for autonomy in the face of the privileged. Politics not only concerns personal experiences, however challenging and courageous, but must address larger agendas that go beyond individual temperament, choices and placement. There are no formal prerequisites for this course. 4 SH. CC: *Diversity.*

### **SOCI:206 Gendered Bodies and Social Control.**

Gender roles are delineated by the norms and behaviors that an individual is expected to perform in society. Such roles change over time. This course examines the social construction of gender, the mechanisms through which society controls “gendered” bodies, and how gender intersects with race, ethnicity, class, disability, sexuality, age and other dimensions of identity. Normative behavior and performance, group sexual misconduct, sexual politics and living with apparent contradiction in regards to gender are key topics. Prerequisite: SOCI:101, ANTH:162 or SOCI:102. 4 SH. CC: *Diversity Intensive.*

### **SOCI:210 Caribbean Culture and Society.**

This course considers the history, politics, economics and culture of the people of the Caribbean area. It focuses on issues of self-identity and expression within the context of hegemonic European values and institutions. Prerequisite: SOCI:101 or ANTH:162. 4 SH. CC: *Diversity Intensive, Writing Intensive.*

### **SOCI:235 Qualitative Research Methods.**

This course is designed to develop students’ competence as social researchers. We will cover both theoretical issues—like the epistemology and ethics of qualitative research—and practical ones—the nuts and bolts of the research process, from data collection to analysis. The course will focus on the connection between researchers’ theoretical goals and the practical resources and constraints of the research process. Students will be trained in some of the common forms of qualitative social research: ethnography, interviews, content analysis, case studies and the comparative method. Students will also be required to employ qualitative methods to collect and analyze original data, both for (near-weekly) short written assignments and a 15-20 page final research paper. Prerequisites: Sophomore standing and at least one introductory course in sociology or anthropology. Same as ANTH:235. 4 SH. CC: *Ethics Intensive, Writing Intensive.*

### **SOCI:245 Quantitative Research Methods.**

This course is intended to introduce students to common methods used in quantitative social science research. It is intended to help us conceptualize a research problem and how to collect evidence to address that research problem. Students will learn how to conduct basic quantitative social science research,

evaluate relevant evidence and determine the best method to be used based on theoretical and practical considerations. The course also focuses attention on such issues as the time dimension, sampling design and ethical issues when conducting quantitative social research. Finally, we use SPSS and series of datasets to test and demonstrate our knowledge of the respective statistical procedures. Upon completion of this course, students should be better able to critically evaluate the quantitative research they encounter in their social science coursework and in the mass media, as well as be able to design a basic quantitative research project. Prerequisite: Sophomore standing. Same as ANTH:245. 4 SH. CC: *Ethics Intensive*.

#### **SOCI:255 Crime and Justice.**

This course explores the dimensions, causes, costs and correlates of the crime problem in the U.S. and considers the uses and limitations of the criminal justice system in dealing with it. To do this, the course is organized around three interdisciplinary literatures: criminology, law and society, and criminal justice studies. Focusing on issues of lawmaking, law breaking and state response to crime, students will review and critique classical and contemporary approaches to the study of these phenomena; identify a range of theoretical approaches and empirical findings in the literatures identified above; and assess the strengths and limitations of contemporary crime control policies in light of accumulated empirical evidence. Prerequisite: SOCI:101, SOCI:102 or ANTH:162. 4 SH.

#### **SOCI:300 Black Feminism II.**

Black Feminism II is an advanced-level interrogation of black feminism—its theory, discourse and practical application. It is the continued study of how gender, race and class issues are inextricably linked to oppression, power and privilege. The course focuses on individual, institutional and activist responses to intersecting oppressions that subordinate black women and others in terms of race, gender, class, sexuality, nation and self-definitions. Prerequisite: SOCI:101, ANTH:162, SOCI:102, SOCI:202 or instructor's permission. 4 SH. CC: *Diversity*.

#### **SOCI:301 Topics in Sociology.**

Intermediate study of selected topics. Topics vary and depend on student and instructor interest. Possibilities include social policy analysis, sociology of dissent, juvenile delinquency and sex roles. Prerequisite: SOCI:101, ANTH:162 or instructor's permission. 2-4 SH.

#### **SOCI:302 Sociology of Food.**

This course aims to introduce students to food as a sociological object. Food is a major determinant of survival and well-being, and an important indicator of social inequality. It is also a commodity: a source of profit and object of exchange embedded in market relations among consumers, retailers, processors, seed companies and farmers. Food is an art form—a kind of artistic expression and object—shaped and refined by a community of chefs and critics. More broadly, food reflects cultural values and functions as a signal of social position. Finally, it is a site and

subject of politics: debate and struggle over modes of production, governance, trade, control and consumption. We will examine food through these five lenses, covering major debates within food politics and food studies on topics ranging from the cultural construction of “gourmet” food to obesity, hunger, factory farming, food safety, farm labor, the alternative food movement and the politics of food labels. In addition to academic texts, students will become familiar with the lively world of the food blogosphere, joining in themselves via a weekly blogging requirement. The course will conclude with research projects that will allow students to pursue a topic or question of deep personal interest. 4 SH.

#### **SOCI:311 Sociological Theory.**

Western social theory from Comte to the present with emphasis on recent developments. Considers major schools, including positivism, conflict theory, symbolic interactionism, functionalism, social exchange theory, critical theory, phenomenological theory and postmodernism. Prerequisite: Three courses in sociology. 4 SH.

#### **SOCI:315 Social Stratification in Contemporary Society.**

This course examines factors that contribute to social stratification in contemporary society. Specifically, the course looks at three dimensions of social stratification, namely the economic, political and ideological dimensions and interaction of race, class and gender in this process. Topics include theories of social stratification, occupational prestige and mobility, segregation, corporate welfare, social welfare, and the ideology of legitimization. Prerequisites: Sophomore standing and SOCI:101, SOCI:102 or ANTH:162. 4 SH. CC: *Diversity Intensive, Interdisciplinary*.

#### **SOCI:316 Social Justice.**

Social Justice is a team-taught course focusing on the multiple forms of oppression that occur in any given society. The distribution of various advantages and disadvantages can be affected by capitalistic systems, greed, personal intention, social and/or political agendas, and even compromise. In this course, we will study the changing dynamics of oppression, earned and unearned privileges, and competing ethical and social theories of social justice and their interaction with race, ethnicity, nationality, ability, gender, class and sexuality. Students will have the opportunity to complete social justice projects requiring their collaborative engagement to identify and understand strategies for social transformation in areas as diverse as access to technology, globalization and ethics. Prerequisite: SOCI:101, ANTH:162 or SOCI:102 or instructor's permission. 4 SH. CC: *Ethics Intensive, Team Intensive*.

#### **SOCI:331 Social Control and Deviance.**

Processes, agencies and methods that influence members of groups to conform to social norms. Includes factors producing deviant behavior patterns. Covers individual socialization and institutional and personality patterns affecting internal and external control processes. Examines power, class and status,

formal and informal group sanctions, and ideological forces of social control. Prerequisite: SOCI:101. 4 SH. CC: *Writing Intensive*.

**SOCI:333 Development, Globalization and Society.**

A study of the relationship between economic development paradigms, institutions and groups in society. The course focuses on international economic relationships, world order, and the resultant social and political conflict. More specifically, this course examines how global economic development policy since the 1960s has influenced relations between states, major institutions, organizations and social groupings in both the developed and developing world. Same as POLI:333.

Prerequisite: SOCI:101 or ANTH:162. 4 SH. CC: *Interdisciplinary*.

**SOCI:341 Family and Kinship.**

A comparative study of family and kinship. Covers the structures and functions of family and kinship in different cultures. Emphasizes historical and contemporary changes in knowledge and practice focused on family, marriage, procreation and kinship in the United States with particular emphasis on the cultural construction of kinship, the naturalization of identity and difference, the politics of reproduction and new reproductive technologies. Prerequisite: SOCI:101 or ANTH:162. Same as ANTH:341. 4 SH. CC: *Diversity Intensive, Writing Intensive*.

**SOCI:350 Punishment and Society.**

This course develops students' ability to understand and critique modern penal practices and to interrogate the relationship of punishment to criminal behavior, the rendering of justice, the promotion of public safety and the management of risk. In addition to examining the structure, practices and legal foundation of corrections in the United States, students will be exposed to a range of scholarship examining the social, moral, economic, political, ideological and historical contexts of punishment in the West, with an eye toward understanding how penal practices came to be as they are, their social implications and cultural meanings. Review and discussion of these materials will develop students' appreciation for the depth and complexity of the topic, as well as their ability to link punishment practices with broader sociocultural conditions and worldviews. Prerequisite: SOCI:101 or ANTH:162. SOCI:311 is recommended but not required. 4 SH.

**SOCI:374 Social Work.**

Introduces and exposes students to the various aspects of social work and social welfare. Includes examples of casework, group work, community organizations and a combination of current practices. Explores how society provides services to meet human needs through public, voluntary and combined efforts. Prerequisite: SOCI:101 or PSYC:101. 4 SH.

**SOCI:405 Law and Society.**

An introduction to the sociology of law. Upon successful completion of this course, students should be able to understand

the manner in which sociologists study law and empirically analyze relevant dynamics of law and law-related phenomena in a variety of social settings. Successive sections of this course will focus on: classical theoretical contributions to the sociology of law; selected modern approaches to the sociology of law; and an array of empirical themes of law and law-related processes and structures to which the sociological theories will be applied. Empirical topics include, but are not necessarily limited to, law and social structure; law and culture; notions of legality, legitimacy and legal consciousness; the legal profession; law, identity and inequalities; international and human rights law; and the impact of globalization on concepts and practices of law and legal change. Prerequisites: SOCI:101 or ANTH:162 and at least one other 200- or 300-level course in sociology or anthropology. 4 SH.

**SOCI:410 Economic Sociology.**

This course looks at the factors that contribute to social stratification in the contemporary United States, as well as some dimensions of global social stratification. Students may find this course challenging because they are continually affected by social inequalities but are not encouraged to think about them. More specifically, this course will look at three dimensions of social stratification, namely the economic, political and ideological dimensions and the interaction of race, class and gender in this process. The course will explore the continued debate over inequality and the extent of income and wealth inequality in the United States and its causes and consequences, as well as the causes and consequences of global inequality. Prerequisites: Sophomore standing, SOCI:101 or ANTH:162 or SOCI:102, or instructor's permission. 4 SH. CC: *Interdisciplinary*.

**SOCI:413 Race, Ethnicity and Minorities.**

Focuses on race and ethnic relations in contemporary society and popular understandings of race and ethnicity in the United States. Explores the boundaries and markers for membership in an ethnic, racial or minority group. Specifically, this course regards race as a social construct that has significance for structural opportunities, experiences, worldviews and conceptions of self and others. The course investigates the designations "race," "ethnicity" and "minorities," and locates them in foundational and current tensions concerning power and identity. Prerequisite: SOCI:101 or ANTH:162. Same as ANTH:413. 4 SH. CC: *Diversity, Oral Intensive, Social Interactions, Writing Intensive*.

**SOCI:500 Seminar.**

Research workshop that fulfills the capstone requirement for majors. Prerequisites: SOCI/ANTH:235 or SOCI/ANTH:245 and two courses in sociology or anthropology, at least one of which has been taken at the 300 level or above. SOCI:311 or ANTH:400 recommended. 4 SH. *Capstone*.

**SOCI:501 Independent Research.**

Supervised readings and writings in advanced fields of sociological study. Prerequisites: SOCI:101, three courses in

sociology, a minimum cumulative GPA of 3.00 in departmental courses and instructor's permission. 1–4 SH. *Capstone. May fulfill the capstone requirement with permission of the department head and when taken for at least 2 semester hours. Students not majoring or minoring in sociology or anthropology who wish to use SOCI:501 for their capstone must also have successfully completed SOCI/ANTH:235 or SOCI/ANTH:245, receiving a C- or higher.*

**SOCI:510 Internship in Sociology.**

Individual student work in an appropriate setting. Open only when positions are available. 1–8 SH.

**SOCI:570, 571 Practicum.**

Supervised field work in selected social work agencies. Students will keep a log, meet with a faculty member to discuss work and write a paper. Prerequisites: Junior or senior standing, relevant coursework and the department's permission. 4 SH.

## Anthropology Courses

**ANTH: 152 Public Culture.**

This course is an anthropological introduction to public culture in the U.S. It takes public culture to be: a public circulation of sensibilities, identities, dreams, styles, discourses and forms of power; and a way of life enacted and given form in the practices of everyday life and in institutions, laws, social movements, physical and social spaces, and expressive forms. Students will be introduced to key terms and theories in contemporary anthropology and their application in the study of representation; historical imagination; gender, sexuality and identity politics; and nationalism, citizenship and globalization. 4 SH. CC: *Diversity, Social Interactions, Writing Intensive.*

**ANTH:162 Introduction to Anthropology.**

This course is an introduction to the field of anthropology. Specifically, the course introduces students to the ways in which anthropologists have thought about and investigated human diversity. We inquire into what it is that makes us human; the unique role culture plays in our humanity; the relationships of culture, language and biology; and how anthropologists have studied material culture in past and present civilizations using the tools and theoretical paradigms of archaeology. Students explore these questions through the study of ethnographies and a textbook. 4 SH. CC: *Diversity, Social Interactions.*

**ANTH:200 Topics in Anthropology.**

Intermediate study of selected topics. Topics vary and depend on student and instructor interest. Possibilities include the anthropology of modernity, cross-cultural perspectives on gender and sexuality, and drugs and culture. Prerequisite: ANTH:162 or instructor's permission. 2–4 SH.

**ANTH:220 Magic, Witchcraft and Religion.**

Examines anthropological concepts of magic, witchcraft and religion in a cross-cultural context. Drawing on ethnography,

anthropological theory, history and film, the class explores the nature of magic, witchcraft and religion; the relations among them; and the ways in which they interact with other social formations, for example, gender, politics and economics. Countries studied have included South Africa, India, Haiti and the United States. Same as RELI:220. 4 SH. CC: *Diversity, Social Interactions.*

**ANTH:222 Life During Wartime.**

Exploration of key understandings and discourses about war and the intersection of anthropology and violent conflict. The course begins with an introduction to anthropological theory and methods, then examines the role of anthropology in both understanding and responding to war and violent conflict, and then turns its attention to literature and materials drawn or arising from current wars and violent conflicts in the world. The course focuses on popular and scholarly materials addressing current conflicts, including texts, journal and magazine articles, documentary and ethnographic films, television and popular films, and newspapers. The class seeks to understand how we understand war and what role it plays in cultural practice. Prerequisite: ANTH:162 or SOCI:101 or instructor's permission. 4 SH. CC: *Diversity Intensive, Writing Intensive.*

**ANTH:227 Native America North of Mexico.**

This course is an interdisciplinary introduction to the histories and cultures of the indigenous peoples north of Mexico. Topics to be considered include cultural diversity, colonial history and federal Indian policy, land use patterns, identity and ethnicity, myth and ritual, contemporary issues, representations of Native Americans in the dominant culture, and the role of cultural revitalization and innovation in the negotiation of contemporary community survival. Course readings represent a variety of perspectives, including historical, ethnographic, ecological and literary. Prerequisite: ANTH:162, ANTH:152 or SOCI:101 or instructor's permission. 4 SH. CC: *Diversity.*

**ANTH:235 Qualitative Research Methods.**

This course is designed to develop students' competence as social researchers. We will cover both theoretical issues—like the epistemology and ethics of qualitative research—and practical ones—the nuts and bolts of the research process, from data collection to analysis. The course will focus on the connection between researchers' theoretical goals and the practical resources and constraints of the research process. Students will be trained in some of the common forms of qualitative social research: ethnography, interviews, content analysis, case studies and the comparative method. Students will also be required to employ qualitative methods to collect and analyze original data, both for (near-weekly) short written assignments and a 15-20 page final research paper. Prerequisites: Sophomore standing and at least one introductory course in sociology or anthropology. Same as SOCI:235. 4 SH. CC: *Ethics Intensive, Writing Intensive.*

**ANTH: 237 Museums and Anthropology.**

This course will explore key interrelationships between museums, anthropology and the practices of representation. Students will be introduced to the history of museums and will also be given the analytical tools to read museums and exhibitions as cultural texts. The course focuses on the production and meanings of public museums and other exhibitionary spaces. We will pay close attention to issues of representation in anthropological and other arenas, to how museums communicate information about cultural-historical processes and events, and to the formation of ethnographic and other subjects. While anthropology and museum studies are the course's focus, we will not restrict our readings to those disciplines and modes of representation alone but will consider other disciplinary perspectives and offerings. Prerequisites: Sophomore standing and ANTH:162 or SOCI:101 or instructor's permission. 4 SH. CC: *Interdisciplinary, Team Intensive.*

**ANTH:245 Quantitative Research Methods.**

This course is intended to introduce students to common methods used in quantitative social science research. It is intended to help us conceptualize a research problem and how to collect evidence to address that research problem. Students will learn how to conduct basic quantitative social science research, evaluate relevant evidence and determine the best method to be used based on theoretical and practical considerations. The course also focuses attention on such issues as the time dimension, sampling design and ethical issues when conducting quantitative social research. Finally, we use SPSS and series of datasets to test and demonstrate our knowledge of the respective statistical procedures. Upon completion of this course, students should be better able to critically evaluate the quantitative research they encounter in their social science coursework and in the mass media, as well as be able to design a basic quantitative research project. Prerequisite: Sophomore standing. Same as SOCI:245. 4 SH. CC: *Ethics Intensive.*

**ANTH:310 National, Transnational and Diasporic Communities.**

Considers the nature of belonging in the world today. Who is "at home"? Who is displaced/out of place? Begins with theories of the nation and anthropological research on national communities and nation-building, then turns to a consideration of those considered outsiders to the nation-state, i.e., diasporic, transnational and refugee communities. Addresses culture as it is formed by the globalization of capital, commodities, media, literacy, and international political and religious movements. Topics covered may include Jewish, Palestinian, African and Chinese diasporas; refugees in Tanzania and in Europe; and Indian intellectuals in the United States. Prerequisite: ANTH:162, SOCI:333 or instructor's permission. 4 SH. CC: *Writing Intensive.*

**ANTH:311 Regulating Bodies: Food, Sex, Drugs and the Economy.**

What is the proper relation between the state and its citizens? Should states merely ensure the basic safety of citizens, or should they somehow promote their well-being? How should decisions about what constitutes safety or well-being be made? Through a study of regulation, this course considers how economics, politics, ethics and aesthetics inform life in modern liberal democracies. We begin by establishing a theoretical framework for our study and then turn to four instances in which states seek to intervene in or regulate the lives of citizens, namely the economy, drugs, food and sex. We will examine issues such as the recent financial meltdown, medical marijuana, food safety and Internet pornography. Prerequisite: Sophomore standing or instructor's permission. 4 SH. CC: *Interdisciplinary, Oral Intensive, Social Interactions and Team Intensive.*

**ANTH:312 History and Culture of Jewish Cuisines.**

Using anthropological approaches to the study of food, this course examines the meanings and uses of various Jewish cuisines as they developed in diverse regions and historical periods. We will consider the laws of kashrut and their modern interpretations, the social history of traditional Jewish foods, the literary development of Jewish cookbooks, and literary and cinematic representations of Jewish cuisines and dining. Underlying our study will be questions concerning how class, gender, faith, ethnicity, aesthetics and politics inform Jewish foodways. Because cooking and eating are frequently done in the company of others, much of our work will be collaborative. Same as JWST:312. 4 SH. CC: *Diversity, Team Intensive.*

**ANTH:322 Visual Anthropology: Imagining the Other.**

Explores key interrelationships between image-making and ethnographic discovery and representation. Students are introduced to the history of ethnographic film and photography and are also given the analytical tools to read popular films and photographs as cultural texts. The course focuses on the production, representation and use of images to communicate information about cultural-historical processes, events and subjects. Prerequisite: ANTH:162, SOCI:101 or instructor's permission. 4 SH.

**ANTH:341 Family and Kinship.**

A comparative study of family and kinship. Covers the structures and functions of family and kinship in different cultures. Emphasizes historical and contemporary changes in knowledge and practice focused on family, marriage, procreation and kinship in the United States, with particular emphasis on the cultural construction of kinship, the naturalization of identity and difference, the politics of recognition, and new reproductive technologies. Prerequisite: ANTH:162 or SOCI:101. Same as SOCI:341. 4 SH. CC: *Diversity Intensive, Writing Intensive.*

**ANTH:360 Religious Fundamentalisms in the Modern World.**

This course examines religious beliefs, practices and ways of life that have come to be labeled "fundamentalist." The course attends in particular to their emergence in the modern world and the ways in which they critically engage secular convictions about morality, aesthetics and epistemology. The focus of the course is on Protestant fundamentalism and the Islamic Revival, but, depending on student interest, the class may also consider "ultra-orthodox" Judaism or Hindu nationalism. Prerequisite: One of the following: ANTH:162, ANTH:220, SOCI:101, SOCI:102, a 100-level religion course or instructor's permission. Same as RELI:360. 4 SH. CC: *Diversity Intensive, Social Interactions, Writing Intensive.*

**ANTH:400 History of Anthropological Theory.**

Surveys major anthropological theories (e.g., evolutionism, functionalism, structuralism, symbolism and postmodernism) and theorists (e.g., Malinowski, Radcliffe-Brown, Lévi-Strauss, Geertz and Clifford). Examines how ideas about culture have changed over time. Takes a critical perspective by locating both theories and theorists within national and historical frameworks. Prerequisite: ANTH:162. 4 SH. CC: *Historical Perspectives.*

**ANTH:413 Race, Ethnicity and Minorities.**

Focuses on race and ethnic relations in contemporary society and popular understandings of race and ethnicity in the United States. Explores the boundaries and markers for membership in an ethnic, racial or minority group. Specifically, this course regards race as a social construct that has significance for structural opportunities, experiences, worldviews, and conceptions of self and others. The course investigates the designations "race," "ethnicity" and "minorities," and locates them in foundational and current tensions concerning power and identity. Prerequisite: ANTH:162 or SOCI:101. Same as SOCI:413. 4 SH. CC: *Diversity, Oral Intensive, Social Interactions, Writing Intensive.*

**ANTH:500 Seminar.**

Research workshop that fulfills the capstone requirement for majors. Prerequisites: ANTH/SOCI:235 or ANTH/SOCI:245 and two courses in anthropology or sociology, at least one of which has been taken at the 300 level or above. SOCI:311 or ANTH:400 recommended. 4 SH. *Capstone.*

**ANTH:501 Independent Research.**

Supervised readings and writings in advanced fields of anthropological study. Prerequisites: ANTH:162, three courses in anthropology, a minimum GPA of 3.00 in departmental courses and instructor's permission. 1-4 SH. *Capstone. May fulfill the capstone requirement with permission of the department head and when taken for at least 2 semester hours. Students not majoring or minoring in sociology or anthropology who wish to use ANTH:501 for their capstone must also have successfully completed ANTH/SOCI:235 or ANTH/SOCI:245, receiving a C-or higher.*

**ANTH:510 Internship in Anthropology.**

Individual student work in an appropriate setting. Open only when positions are available. 1-8 SH.

# Theatre

## Theatre Faculty

**Associate Professor W. Douglas Powers** holds an M.F.A. in acting from Ohio University, an M.A. in theatre history and dramatic literature from the University of Missouri–Kansas City, and a Ph.D. in theatre with an emphasis in ritual and performance studies from the University of Missouri–Columbia. He serves as artistic director for the Department of Theatre and teaches courses in acting, theatre history, dramatic theory and criticism, and directing. His research interests include identity and representation in dramatic literature and performance. He is a member of Actors' Equity Association.

**Associate Professor Andrew Rich**, department head, holds an M.F.A. in theatre from Indiana University (Indiana). He serves as scenographer to all departmental theatre productions and teaches courses in technical theatre, including lighting and scenic design, scenic painting, theatrical design history, and play analysis. His research interests are scene painting and the history of scene design.

**Associate Professor Erik Viker** holds an M.F.A. from The University of Texas at Austin. He is the faculty technical director for theatre department productions and teaches courses in theatre operations, stage management and dramatic literature. His research interests include theatre production management and the role of technical theatre in liberal arts education.

**Assistant Professor Anna Andes** holds a Ph.D. from the University of Colorado at Boulder. She directs the spring production for the department and teaches courses in acting, theatre history and dramatic literature. Her research interests include classical Greek drama, feminist theatre and performance, and representations of motherhood in dramatic literature.

## Theatre Studies

### Learning goals:

- Students will develop proficiency in the methods of creating artistic and scholarly work and acquire abilities to integrate the study and practice of theatre.
- Students will learn how to create and contribute to the discipline of theatre by recognizing and employing relevant and worthy theatre, non-theatre and interdisciplinary sources to inform their creative and scholarly activities.
- Students will articulate artistic and scholarly vocabularies drawn from written, visual and physical texts that will support their continued practice and study of theatre.

- Students will learn how to reflect upon and assess their work in critical and constructive ways by applying concepts, theories and methods within academic and professional contexts.

### Requirements for the Bachelor of Arts in Theatre.

Susquehanna offers a major in theatre with two emphases: performance and production and design. Majors complete university Central Curriculum requirements plus 52 semester hours of courses in one of the two theatre emphases. These include introductory courses and specific emphasis requirements. A grade of C- or better is required for any course to apply to the major or minor. Courses may count toward only one emphasis or minor. The department also expects theatre majors and minors to participate each semester in department theatre productions and activities supervised by department faculty.

## Theatre Major Emphases

Students fulfill the university Central Curriculum requirements, participate fully in department productions and successfully complete the following courses:

semester hours

24	<i>Department Requirements</i>
4	THEA:151 Acting I: The Stanislavski System
4	THEA:252 Survey of Western Theatre
4	THEA:253 Identity and Representation in Non-Western Theatre
4	THEA:258 From Page to Stage
4	THEA:340 Stage Management and Theatre Operations
4	THEA:453 Dramatic Theory and Criticism

Students also choose one of the following options:

28	<i>Option One: Performance Emphasis</i>
4	THEA:251 Acting II: Voice and Movement
4	THEA:351 Acting III: Period Styles
4	THEA:451 Directing
4	Four semester hours chosen from THEA:101 The Fall Musical, THEA:102 Student-directed Production, THEA:103 Spring Production and THEA:104 Advanced Acting Workshop.
12	<i>Choose 12 semester hours from the following:</i>
1	THEA:101 The Fall Musical
1	THEA:102 Student-directed Production
1	THEA:103 Spring Production
1	THEA:104 Advanced Acting Workshop
4	THEA:142 Stagecraft

- 4 THEA:143 Scenic Production
- 4 THEA:144 Costume Technology
- 4 THEA:246 Scenic Design
- 4 THEA:452 Seminar in Theatre
- 4 THEA:341 Costume, Fashion, Dress
- 4 THEA:342 Stage Makeup

28 *Option Two: Production and Design Emphasis*

- 4 THEA:142 Stagecraft
  - 4 THEA:143 Scenic Production
  - 4 THEA:144 Costume Technology
  - 4 THEA:501 Production Lab
- 12 *Choose 12 semester hours from the following:*
- 4 THEA:246 Scenic Design
  - 4 THEA:341 Costume, Fashion, Dress
  - 4 THEA:342 Stage Makeup
  - 4 THEA:345 Lighting Design
  - 4 THEA:452:01 Seminar in Theatre: Technology
  - 4 THEA:452:02 Seminar in Theatre: Advanced Scenic Painting
  - 4 THEA:452:03 Seminar in Theatre: Costumes and Makeup
  - 4 THEA:455 Computer Applications for Theatrical Design

**Honor Society.** Students who meet the requisite national and local standards are eligible to join Alpha Psi Omega.

**Minor in Theatre.** Students are expected to participate in departmental theatre productions and complete 20 semester hours: THEA:151 Acting I: The Stanislavski System and THEA:142 Stagecraft; four semester hours chosen from THEA:252 Survey of Western Theatre and THEA:253 Identity and Representation in Non-Western Theatre; and eight semester hours chosen from the following: four semester hours of production ensembles (THEA:101 The Fall Musical, THEA:102 Student-directed Production, THEA:103 Spring Production and THEA:104 Advanced Acting Workshop); THEA:143 Scenic Production; THEA:144 Costume Technology; THEA:246 Scenic Design; THEA:251 Acting II: Voice and Movement; THEA:258 From Page to Stage; THEA:340 Stage Management and Theatre Operations; THEA:341 Costume Fashion, Dress; THEA:342 Stage Makeup; THEA:345 Lighting Design; THEA:451 Directing; and THEA:502 Individual Investigation.

**Minor in Dance.** Students are expected to complete a total of 16 semester hours in dance. Eight semester hours of this coursework consists of DANC:101 Conditioning; DANC:130 Ballet; DANC:140 Jazz/Tap; and DANC:150 Modern Dance. The remaining eight semester hours of dance classes are chosen from DANC:155 Contemporary Ballroom Dance; DANC:160 World

Folk Dance I; DANC:250 Historical Partner Dance; DANC:260 World Folk Dance II; or DANC:270 Topics in Cultural Dance.

## Theatre Courses

### THEA:101 The Fall Musical.

An ensemble of singers, dancers and actors that rehearses and performs a fully realized musical theatre production in the fall semester. Prerequisite: Instructor's permission, by audition. *1 SH. CC: Team Intensive.*

### THEA:102 Student-directed Production.

An ensemble led by a student director that rehearses and performs a full-length production in the spring semester. Prerequisite: Department permission, by audition. *1 SH. CC: Team Intensive.*

### THEA:103 Spring Production.

A large ensemble of performers that rehearses and performs a fully realized, challenging piece of dramatic literature in the spring semester. Prerequisite: Instructor's permission, by audition. *1 SH. CC: Team Intensive.*

### THEA:104 Advanced Acting Workshop.

A small ensemble of highly select performers that rehearses and performs a fully realized, challenging piece of dramatic literature in the fall semester. Prerequisites: THEA:151, instructor's permission, by audition. *1 SH. CC: Team Intensive.*

### THEA:142 Stagecraft.

Students explore production process, management and leadership skills, preparing scenery, properties, special effects, sound, and costumes for university theatre productions. The course offers hands-on training, exploring practical applications of artistic and structural design, project management, team development, construction techniques and resource coordination. Expectations are up to eight hours of lab each week with possible evening rehearsal and performance assignments. *4 SH. CC: Team Intensive.*

### THEA:143 Scenic Production.

Students explore the production process for executing theatrical designs for university theatre productions. This course focuses on scenic painting techniques and the installation and operation of theatre lighting equipment. Hands-on training. Expectations are up to eight hours of lab each week with possible evening rehearsal and performance assignments. *4 SH. CC: Team Intensive.*

### THEA:144 Costume Technology.

Students explore the production process for executing costume designs for university theatre productions. The model of a professional costume shop and its personnel is used in order to provide hands-on training in costume construction, costume shop operations, team building, and organization, analyzing and problem solving. The course focuses on the practice of basic

skills in costume production, repair and maintenance all within a collaborative atmosphere. The students in this course serve as the costume run crew for the university theatre. The course requires evening rehearsal and performance assignments. *4 SH. CC: Team Intensive.*

**THEA:151 Acting I: The Stanislavski System.**

This course explores a broad spectrum of skills in the creative process of acting. These skills (including expansion of vocal and physical abilities, emotional and sensory awareness, improvisational skills, etc.) will be focused toward introducing the prospective actor to the six basic steps in Stanislavski's "System of Acting." Prerequisite: Theatre major, theatre minor or the department's permission. *4 SH. CC: Oral Intensive.*

**THEA:152 Understanding Theatre.**

Fundamental characteristics and function of the theatre. Includes basic roles of the playwright, director, actor, designer, technicians and other professions. *4 SH. CC: Artistic Expression.*

**THEA:200 Introduction to Dramatic Literature.**

An introduction to world dramatic literature through study of the development of drama and its various forms, with a focus on dramatic movements and theatrical innovations, as well as the cultural aesthetic, literary and political contexts of individual works. *4 SH. CC: Literary Expression, Diversity Intensive.*

**THEA:246 Scenic Design.**

This course will concentrate on the scenic design process and will expose the students to the responsibilities and the role of the scenic designer in the production process. Students will be introduced to the art of scenic design through practical projects in script analysis, literary research, technical drawing, scenic rendering and modeling. *4 SH.*

**THEA:251 Acting II: Voice and Movement.**

An in-depth exploration of the basic principles of acting and the creative process introduced in Acting I. These skills (including expansion of improvisational skills, action and text analysis, character analysis and transformation, communion, etc.) will be focused toward advanced work in scene and monologue study, specifically dealing with early and contemporary realism. Prerequisite: THEA:151. *4 SH. CC: Oral Intensive.*

**THEA:252 Survey of Western Theatre.**

Historical survey from the fifth century B.C.E. to the mid-19th century and the rise of realism, studying the theatre and drama of Europe and its colonies, including (but not limited to) Canada, the United States and Mexico. Integrates the study of the history of the theatre through representative plays and their production. Students view live performances, tapes and films to gain an on-stage perspective. Field trips involve some costs; waiver possible. *4 SH. CC: Artistic Expression.*

**THEA:253 Identity and Representation in Non-Western Theatre.**

Survey of the indigenous and postcolonial theatre and drama of Asia, Africa, the Middle East and the Americas, among others. Integrates the study of the history of the theatre through representative plays and their production. Students view live performances, tapes and films to gain an on-stage perspective. Field trips involve some costs; waiver possible. *4 SH. CC: Artistic Expression, Diversity.*

**THEA:254 African-American Theatre History.**

This course surveys the history of African-American theatre as a reflection of the African-American culture and experience. The course will examine the history of African-American theatre and the African-American practitioner's role in theatre from slavery to modern times. Through the study of African-American dramatic literature, the course examines various dramatic genres (comedy, tragedy and melodrama), historic and contemporary themes and developments in African-American theatre, especially the body of plays that shaped the popular image of black life in America and in many cases perpetuated negative stereotypes of African-Americans. *4 SH. CC: Diversity, Historical Perspectives.*

**THEA:258 From Page to Stage.**

An exploration of dramatic literature with a concentration in play analysis. The analysis will focus on the structure of dramatic art and how it can be applied by the theatre artist. Prerequisite: THEA:151. *4 SH. CC: Writing Intensive.*

**THEA:340 Stage Management and Theatre Operations.**

Survey of stage management and theatre administration, exploring the relationship between the artistry of theatre as a fine arts discipline and the execution of management principles in theatre operations. Topics to be studied include stage management, theatre organization, professional unions, production management, publicity/marketing, and box office and house management. Prerequisites: Instructor's permission and junior standing. *4 SH. CC: Interdisciplinary.*

**THEA:341 Costume, Fashion, Dress.**

Portfolio projects in costume design, beginning with script analysis and research and culminating with finished renderings and realized design components for the student's portfolio. Prerequisites: THEA:144 and sophomore standing or instructor's permission. *4 SH.*

**THEA:342 Stage Makeup.**

Portfolio projects in makeup design, beginning with script analysis and research and culminating with realized and conceptual projects. Projects in makeup design expose students to the techniques of traditional, prosthetic and wig applications. Prerequisite: Sophomore standing or instructor's permission. *4 SH.*

**THEA:345 Lighting Design.**

This course concentrates on the lighting design process and exposes students to the responsibilities and the role of the lighting designer in the production process. Students are introduced to the art of lighting design through practical projects in script analysis, literary and artistic research, technical drawing, computer application and hands-on production work. 4 SH.

**THEA:351 Acting III: Period Styles.**

Advanced training in acting with an emphasis on effective vocal/rhetorical techniques and on the use of poetic rhythm and imagery in creating a role psychologically as well as physically. Definition of style/language analysis, Greek period style, the comic impulse/Commedia Dell'arte, Renaissance/Elizabethan period style, 17th-century French farce and Restoration/Georgian "Comedy of Manners." Prerequisite: THEA:251 or instructor's permission. 4 SH. CC: *Oral Intensive*.

**THEA:451 Directing.**

Study of the basic processes of play directing, script selection, blocking, rehearsal procedure, casting, directorial function and the history of directing. Direction of in-class scenes and presentations of a single all-class scene program at the end of the term for the public. Prerequisites: THEA:258, THEA:251 and/or THEA:351, or instructor's permission. 4 SH.

**THEA:452 Seminar in Theatre.**

Issues and topics in theatre. Emphasizes research and analysis. Prerequisite: Instructor's permission. 4 SH.

**THEA:453 Dramatic Theory and Criticism.**

Students will engage in a focused examination of the major literary and theoretical movements found in drama, spanning the late 19th century to the present. Prerequisites: THEA:258, either THEA:252 or THEA:253 or instructor's permission. 4 SH. *Capstone*. CC: *Diversity Intensive, Writing Intensive*.

**THEA:455 Computer Applications for Theatrical Design.**

This course explores artistic and technological applications of a range of computer programs used by contemporary artists in theatre technology and design, including Photoshop, Vectorworks and AutoCAD LT through demonstration, hands-on project work and practical assignments. Students will learn how to synthesize traditional design theory and modern technology practice related to bringing theatre texts to realization. Prerequisites: THEA:246 and either THEA:142 or THEA:143. 4 SH.

**THEA:501 Production Lab.**

Applied projects in theatrical design, technical production or theatre management, completed in conjunction with Department of Theatre productions. The student and the supervising professor determine and tailor projects to ensure both mastery of the student's project (or assignment) and a general understanding of the complexities of theatre. All projects require department approval, are critically assessed by the

supervising faculty member as well as the student, and must be completed to the satisfaction of the theatre faculty. Four semesters of Production Lab are required for graduation with the production and design emphasis of the Bachelor of Arts in theatre (may be waived at the discretion of the department). 1 SH.

**THEA:502 Individual Investigation.**

In-depth exploration of selected topics in theatre with faculty guidance allows students to focus on topics outside normal sequence of course offerings. Prerequisite: Department-designated faculty director's permission. May be repeated but not for departmental major credit. 1-4 SH.

**THEA:503 Honors Study.**

Independent study for candidates accepted into the departmental honors program. Candidates work under faculty direction, develop and submit a written or production thesis, and defend their thesis orally. See the honors section on page 95. 4 SH.

**THEA:504 Internship.**

Supervised work in fields related to professional and/or not-for-profit theatre. Prerequisites: Junior or senior standing and internship coordinator's permission. *Variable credit*.

**DANC:101 Conditioning.**

Development of strength and muscular endurance, as well as lengthening of muscle groups and release of unnecessary tension. 2 SH.

**DANC:130 Ballet.**

Fundamental technique, training and appreciation of classical ballet. Prerequisite: Must have completed or be simultaneously enrolled in DANC:101. 2 SH.

**DANC:140 Jazz/Tap.**

Fundamental technique, practice and appreciation of jazz and tap dance. Prerequisite: Must have completed or be simultaneously enrolled in DANC:101. 2 SH.

**DANC:150 Modern Dance.**

Introduction to the technical skills, practice and appreciation of modern dance. Vocabulary, movement, floorwork, various dance patterns and movement combinations included. 2 SH.

**DANC:155 Contemporary Ballroom Dance.**

Fundamental technique, training and appreciation of ballroom dances, including the foxtrot, waltz, rumba, cha cha and others. 2 SH.

**DANC:160 World Folk Dance I.**

Fundamental technique, training and appreciation of the folk dances of Europe. 2 SH.

**DANC:250 Historical Partner Dance.**

Fundamental technique, training and appreciation of historical partner dances, including the minuet, quadrille, polonaise, gavotte, mazurka and others. *2 SH.*

**DANC:260 World Folk Dance II.**

Fundamental technique, training and appreciation of the folk dances of Asia, Africa, Polynesia and the Americas. *2 SH.*

**DANC:270 Topics in Cultural Dance.**

Focused exploration of a specific genre of cultural dance, such as hip hop, Latin, Afro/Caribbean or square dancing. Topic changes each time the course is offered, and the course may be repeated.

Prerequisite: DANC:160 or DANC:260, or instructor's permission. *2 SH.*

## Women's Studies

Coordinator: Weaver

The minor consists of 20 semester hours, including WMST:100 Introduction to Women's Studies (4 SH) and WMST:500 Research/Practicum in Women's Studies (2–4 SH), with the remaining semester hours coming from the array of courses listed below, as well as other women's studies courses offered on occasion by individual departments.

### Learning goals:

- To use gender as a tool of analysis.
- To emphasize gender and how it intersects with race, class, ethnicity, sexual orientation, religion, nationality, geography and other identity markers.
- To demonstrate the connections between theory and practice.

## Women's Studies Courses

### WMST:100 Introduction to Women's Studies.

Introduction to Women's Studies focuses on issues relating to women and their lives and the impact that gender has on them. It also considers the topic of intersectionality. Finally, it reflects on the connections between theory (in particular, feminist theory) and practice/activism. 4 SH. CC: *Diversity, Social Interactions*.

### WMST:200 Feminist Philosophy.

An examination of the various forms of feminist philosophy (e.g., liberal feminism, radical feminism, existential feminism, Marxist/socialist feminism, psychoanalytic feminism, postmodern feminism, ecofeminism, multicultural and global feminism). Emphasizes how feminism differs from common (mis)understandings of it. Some attention is also given to various women in professional philosophy. Same as PHIL:212. Prerequisite: One course in philosophy, one course in women's studies, completion of the diversity Central Curriculum requirement or instructor's permission. 4 SH. CC: *Diversity Intensive*.

### WMST:207 Women in the Biblical Tradition.

An extensive inquiry into women's stories and images in the Hebrew Bible, New Testament and related literature from the biblical period. Explores the range of roles played by women within biblical narratives, the variety of metaphorical/symbolic uses of femininity in biblical traditions, and legal and ethical precepts related to the status of women in the biblical period. Methods and approaches from the social sciences, history, literary studies and theology, as shaped by feminist theory, will serve as the main guides for this study. Prerequisites: Sophomore standing and one course in religion, women's studies, English or

history, or DIVS:100. Same as RELI:207 and JWST:207. 4 SH. CC: *Diversity Intensive, Interdisciplinary, Writing Intensive*.

### WMST:211 Women and U.S. Politics.

An introductory examination of the role of women in the U.S. political system. The course includes a theoretical and historical view of the development of women's political activity in the United States, as well as a contemporary look at women as activists, voters and candidates. Current issues are incorporated as appropriate. Same as POLI:211. Prerequisite: Sophomore standing. 4 SH. CC: *Diversity Intensive, Interdisciplinary, Team Intensive*.

### WMST:225 Women in Religion.

Critically studies how women are perceived, portrayed and involved in a number of the world's religions, including Hinduism, Buddhism, Judaism, Islam, Christianity and women's spiritual movements. Same as RELI:225. 4 SH.

### WMST:250 The Biology of Women.

Examines the genetic and biological basis of gender difference, the unique biology of the female body and women's health care issues. Topics include female reproductive anatomy and the menstrual cycle, pregnancy and birth, developmental differences in the sexes, and reproductive technologies. Also covers problems such as breast cancer, premenstrual syndrome and osteoporosis. Includes the role of women in the health care system, as well as biology and science in general. Not for biology major or biology minor credit. Same as BIOL:157. 4 SH. CC: *Diversity Intensive*

### WMST:300 Women and Violence.

The course examines some of the many kinds of violence involving women, including pornography, sexual harassment, battering and rape. The course also considers the effects of such violence, as well as possible responses, including raising awareness, establishing and enforcing a variety of laws, training individuals in self-defense, and engaging in various forms of activism. The class also includes some practical training in women's self-defense. 2 SH.

### WMST:313 Women in Art.

A study of the historic perception and the social history of the role of women in art: as artist, as subject of art and as patron (audience) of art. Emphasizes exploration and debate over issues affecting present-day perceptions about the woman artist of the past and the future. Same as ARTH:313. Prerequisite: Sophomore standing. 4 SH. CC: *Artistic Expression, Diversity Intensive, Interdisciplinary, Writing Intensive*.

### WMST:334 Psychology of Gender.

Explores current theory and research on the development of gender and consequences of gender roles. Covers evolutionary, biological, psychoanalytic, cognitive, social learning and cross-cultural perspectives on gender, as well as approaches that seek to understand interactions among these influences. Prerequisites:

PSYC:101 or SOCI:101 and junior standing. Same as PSYC:334. 4 SH. CC: *Diversity, Writing Intensive*.

**WMST:365 Studies in Literature and Gender.**

Courses exploring such topics as women in literature, literature by women, literature and sexuality, the construction of gender in literature, and feminist literary theory. Same as ENGL:365. 4 SH. CC: *Writing Intensive*.

**WMST:370 American Women.**

This course traces the history of American women from the 17th through the 21st centuries. It considers the history of American women in relation to gender, race, ethnicity, class, sexual orientation and religion. Same as HIST:370. 4 SH.

**WMST:380 Women in Organizations.**

Examines the role of sex and gender in organizations. Special attention is given to topics relevant to women working in organizations, such as sex and gender differences in career/job preferences, advancement and pay, teamwork, leadership, sexuality in the workplace, and work-family balance. Other topics addressed include hostile vs. benevolent sexism, as well as practices designed to increase diversity within organizations. Class is conducted in a seminar format. Prerequisite: Junior standing or instructor's permission. Same as MGMT:468. 2 SH. CC: *Diversity Intensive*.

**WMST:400 Topics in Women's Studies.**

Occasional offerings of specialized courses exploring topics of pertinent interest to faculty members and students. 2-4 SH.

**WMST:500 Research/Practicum in Women's Studies.**

Individual work on a focused topic or specialized area in women's studies/the study of gender. Course requirements may be fulfilled in a variety of ways: library research culminating in a major paper; work at an internship site leading to a report/analysis of that work; or some sort of creative activity that includes a written reflective analysis of same. 2-4 SH.

## Special Programs

### Cross-Cultural Courses

The Susquehanna University cross-cultural requirement includes three course components: preparation, the cross-cultural experience off-campus and reflection on campus. Students accepted to a GO Short program are automatically registered in all three components: OFFP, OFFS and OFFR, all of which are required for participation. These course components are open only to students accepted to the corresponding GO Short program.

Students approved for a GO Long or GO Your Own Way program are automatically registered for the corresponding OFFP and OFFS or OFFC courses. GO Long and GO Your Own Way students must register for a cross-cultural reflection course (OFFR) in the semester following their return to campus.

International students who are issued a visa to attend Susquehanna may count their time on campus as their GO program. They must still register for a cross-cultural reflection course in order to complete the requirement.

#### **OFFP:GOLONG.**

This course includes a series of workshops required for all students approved for a GO Long program. Topics include an introduction to cross-cultural learning, safety and security, finances, and advice from returned GO students on how to maximize the cross-cultural experience. Prerequisite: Approval by the Office of Cross-Cultural Programs. *0 SH.*

#### **OFFP:GYOW.**

This course includes a series of workshops required for all students approved for a GO Your Own Way program. Topics include an introduction to cross-cultural learning, safety and security, finances and advice from returned GO students on how to maximize the cross-cultural experience. Prerequisite: Approval by the Office of Cross-Cultural Programs. *0 SH.*

#### **OFFP:SWSB.**

The goal of this course is to prepare study abroad students for a semester's study in the Sigmund Weis School of Business London Program. Many differences come into play: finances, physical health and safety, cultural expectations, and world affairs differ in relevance to the SU student studying on campus versus studying in London. This course will respond to the question of how to research, plan and prepare for a study abroad experience, as well as how to prepare to return home. *0 SH.*

#### **OFFR:210 Crossing Cultures Through Literature.**

This course explores notions of cultural interpretation and difference through study of literary texts in English translation.

By comparing multiple English translations of a single text, students reflect on ethnocentric assumptions with respect to their own cultural filter and its influence on their interpretation of the cultures in which they were immersed. Finally, students consider the responsibilities inherent in translating their own experience to others. Prerequisite: Successful completion of a semester-long study program or instructor approval. Same as LANG:210. *4 SH. CC: Cross-Cultural Reflection, Ethics Intensive.*

#### **OFFR:SWSB London Reflection Course.**

This course completes the cross-cultural requirement for students in the Sigmund Weis School of Business London Program. Through short assignments, student presentations, a final paper and an opinion survey, students reflect on their learning in London coursework, company visits, consulting projects and more. *2 SH CC: Cross-Cultural Reflection.*

#### **OFFR:310 Global Citizenship.**

This course is designed to allow students to reflect on a cross-cultural experience and to integrate that experience into their social, intellectual and academic life. They will explore the complexities of culture—both their own and that in which they have been immersed—in order to understand the possibilities and responsibilities of being a global citizen. Prerequisites: Completion of a cross-cultural experience that meets the experiential portion of the SU requirement; successful completion of a semester-long study program or instructor's approval. *2 SH. CC: Cross-Cultural Reflection.*

#### **OFFR:315 Self-Exploration Through Travel Writing.**

Students reflect on what a cross-cultural experience means to them and what they have learned about the nature of culture itself as a result of their engagement with global diversity. Students learn how to write creative nonfiction-style travel essays sharing their insights and memories. Prerequisite: Completion of the Cross-Cultural Experience. *2 SH. CC: Cross-Cultural Reflection, Writing Intensive.*

### GO Short Programs

#### **OFFP/OFFS/OFFR:AUSTRAL Focus Australia.**

Focus Australia is a program of study concentrating on the history, culture and biogeography of one of the world's most arid countries. Students spend time in the rainforest, scuba dive or snorkel on the Great Barrier Reef, visit Alice Springs, walk at the sacred aboriginal sites of Uluru and Kata Tjuta, and tour the historic and beautiful city of Sydney. The reflective course requires a written review and a group project. Prerequisite: BIOL:503 *2 SH. CC: Cross Cultural.*

#### **OFFP/OFFS/OFFR:AUSTRIA National History, Global Responsibilities.**

A three-week travel experience based in Salzburg with required pre-departure meetings and a contiguous reflective component. Also spends time in Vienna, Munich and the Salzburg region.

Focuses on questions of cultural inheritance and accountability for the nature of one's national heritage in part by working with students at the University of Salzburg. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:BRITLAW British Law and Culture.**

This course requires students to participate in a three-week, off-campus learning experience based in London (with several preparatory activities) and a two-semester-hour post-experience on-campus seminar. Focusing on the British legal system and law enforcement practices, the course will require students to 1) examine the British legal system within the context of the U.K. and the EU, 2) critically compare the U.K. legal system and enforcement practices with those of the United States, 3) be exposed to different cultures in the U.K., and 4) experience, understand and process culture through the lens of British law. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:CHILE Life is Good in Chile.**

The Chile Global Opportunities (GO) Program affords students the opportunities to learn about Chile's history, geography, economy and culture and to provide service to the Chilean community, especially the youth. Engaging in several cross-cultural experiences, students visit and study the beach location of Pichilemu, the metropolitan area of Santiago and the port cities of Valparaiso and Viña del Mar, and the small town of Los Quenes in the Andes Mountains. The course has no prerequisites, although knowledge of Spanish language will be useful and a willingness to learn some basic Spanish is essential. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:CHINART The Chinese Scholar-Artist.**

Records dating back to 17th-century China define "scholar" as a student and practitioner of Siyi, the four arts of painting, calligraphy, music and go. Inspired by the Siyi practice, this seminar presents China as an inspirational and informational resource for the creative artist, as well as other non-fine arts majors with strong interest in the creative arts. A multidisciplinary approach combining calligraphy, photography, music and tai chi frames a cultural exploration of contemporary Chinese arts (Beijing and Shanghai) and tribal culture (Hunan), revealing the Chinese commitment to cultural connection spanning more than 4,000 years. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR: CYPRUS GO Cyprus: A Table Divided**

GO Cyprus is a two-week summer program centered in Nicosia, Cyprus. Students are immersed in Cyprus' rich history and explore the political division between the Turkish-Cypriot Republic of Northern Cyprus and the Greek-Cypriot Republic of Cyprus, and how those identities are often reflected in the foods people eat. Students participate in a cooking class designed to compare and contrast the differing cultures of Greek Cyprus and Turkish Cyprus. Students visit both the northern and southern parts of the beautiful Mediterranean Island. 2 SH. CC: *Cross-Cultural*

**OFFP/OFFS/OFFR:DENMARK GO Denmark and Sweden: Modern Medicine in the Land of the Vikings**

In this two-week program, students travel to both Denmark and Sweden to explore the culture of modern day medicine and health care and how it compares to the United States. Students gain an understanding of the cultural roots of Denmark and Sweden, which both can be traced back to the Vikings. By comparing the differences in the medical care in these two similar landscapes as well as comparing it to the United States' medicine and health care systems, students will see how the culture of medicine influences a society. 2 SH. CC: *Cross-Cultural*

**OFFP/OFFS/OFFR:FRENLC GO French Language and Culture.**

Students experience the culture of southern France while furthering their French language skills. In addition to GO Program credit, students will earn up to six semester hours of transfer credit from the program host, IAU; three semester hours of French language at their placement level; and three semester hours in the course taught (in English) by the SU GO program director on site. Students who have completed FRNC:101 prior to the trip will be able to complete the SU language requirement on this program. 2 SH. CC: *Cross-Cultural*

**OFFP/OFFS/OFFR:GERMANY GO Wittenberg.**

The interplay of religion and politics has been of critical importance during at least three formative periods in German history: the reformation of the 16th century, the Third Reich and Nazism, and the peaceful revolution and the reunification of Germany. This course centers around a two-week visit to Germany and will examine the ways in which this interplay has served as both mirror and maker of German culture. 2 SH. CC: *Cross-Cultural*

**OFFP/OFFS/OFFR: GLPGOS GalápaGOs**

GalápaGOs is an interdisciplinary, collaborative course designed to familiarize students with methods, theories, approaches and histories necessary for understanding biological and cultural diversity in the Galápagos Islands of Ecuador. The course pays close attention to the intersections, and potential conflicts, of social and natural science. Theories of evolution—biological and cultural—are one primary focus, as are understandings of difference and power; historical imagination; gender, sexuality and identity politics; and nationalism, citizenship and globalization. Coursework, travel and fieldwork, and reflective components will pay careful attention to contemporary issues of development, environment, tourism and community to look carefully at relationship(s) between localities, national histories and controls, and the demands and effects of tourism. 2 SH. CC: *Cross-Cultural*

**OFFP/OFFS/OFFR:GONORTH GO North.**

Travel to the rugged edge of human habitation in Northern Ontario, Canada, and discover the culture of the isolated Mushkegowuk Cree community in Fort Albany. Learn how the community's distinct culture and relative geographic location

has shaped its education, human services and health care systems through service learning. Then finish up your trip with a visit to Ottawa, Ontario, for a look at “mainstream” Canadian culture. 2 SH. CC: *Cross-Cultural*

**OFFP/OFFS/OFFR:GRKCLT Greek Culture: Ancient and Modern.**

In order to understand more deeply both Greek culture and our own, this course includes preparation for and reflection upon a two-week experience of ancient and modern Greek culture. Focusing on Greek philosophy, literature, architecture, sports, food and history, we will attempt to access ancient Greek culture and compare it to modern culture. We will investigate important ancient sites and artifacts in addition to engaging in reflection, discussion, lectures and hands-on activities in order to discover how rational explanations of the world first burst upon the scene of ancient Greece. All the while, we will ask whether the ancient Greeks still have something to offer us as we try to understand the world and our place in it. 2 SH. CC: *Cross-Cultural*

**OFFP/OFFS/OFFR:HAWAII GO Five-O: Our Fiftieth State. A Three-prong Approach to Understanding Hawaiian Culture.**

This program offers students an opportunity to experience the unique and distinctive culture and history of the islands of Hawaii. Part of this program will investigate the events surrounding the circumstances that brought the island nation of Hawaii under U.S. control as a state, which is an issue of controversy among Hawaiians. This subject will be discussed and will afford students an insight into the historical events surrounding the United States' acquisition of Hawaii and the perspectives of the native Hawaiian people. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:ITALART The Arts of Italy: Music, Architecture, and Gastronomy.**

A short-term (two week) summer program of study centered in Faenza and Firenze, with a two-day stay in Bologna. In addition, we will take day trips to Ravenna, Ferrara, Sienna and San Gimignano. This program offers students an opportunity to fulfill their cross-cultural requirement by engaging with the rich culture and history of the Emilia-Romagna and Tuscany regions of Italy. Students will observe and attend music lessons and rehearsals in an Italian conservatory, as well as observe classes of music education for children and participate in teaching some elements of those classes. Students will prepare meals with the help of Italian cooks, visit and shop at food markets and street markets, and visit several architectural monuments that have defined Western architecture since the Trecento, as well as have the opportunity to observe the architectural styles in urban and rural settings. Preference will be given to music majors and minors, art majors, possible Italian majors, or students with basic knowledge of Italian. To qualify for this course, students must have completed one of the following courses: MUSC:101 Introduction to Music, ITAL:102 Beginning Italian II, ARTH:101

Introduction to Art History I, ARTH:102 Introduction to Art History II or ARTH:306 Renaissance Art History. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:JPNWND A Window to Japan: Western Concert Music Through the Eyes of Japan.**

A 19-day GO short program to Japan, centered on a 10-day residency at Niigata University, where SU students will rehearse and perform chamber music with Niigata University students. Additional trips to rural Sado Island and Tokyo, which will include traditional Japanese lodging; visits to local artisans, shrines and temples; and attendance of a Japanese Theatre performance. Open to music majors by audition and interview. Prerequisite: INTD:250 Japan Seminar. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:NAVAJO Exploration and Understanding of Navajo Nation.**

This course offers a short-term program with strong reflection components where students will have the opportunity to learn about Navajo life and culture and work on community-led service projects at two Navajo sites—Tuba City, Ariz., and Crownpoint, N.M. The Navajo Nation program offers two types of experiences based on the greatest needs of the tribe—relational services and physical services. Relational services focus on the intercultural exchange, tutoring, relationship building, interacting with different age groups and immersion in family life. Physical experiences are coordinated with the community for their needs, such as chopping wood, building structures, painting, food preparation and various daily tasks. Evenings include reflection sessions and cultural presentations. Cultural and recreational activities include site visits to the Grand Canyon, Navajo Monument, Monument Valley, Chaco Canyon, open air markets, mesa hikes, sheep ranches, farms and cultural museums. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:NEPAL Sherpa Life and Culture.**

This program provides students with the unique opportunity to learn about Nepal's Sherpa culture, geography and ecology. On a spectacular 14-day trek to Mount Everest Base Camp, students will be immersed in Sherpa culture both by engaging with our Sherpa team and through the many cross-cultural sessions we will have in villages along the way. Students must be physically fit and able to trek up to 10 miles each day over challenging terrain. Students will be required to submit a health form signed by a physician. Prerequisite: BIOL:550 with the topic as The Biology of Life in the Khumbu. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:NEWZLND GO New Zealand/Aotearoa.**

This course offers a two-week study trip to the north island of New Zealand. The course is designed to introduce students to both the indigenous (Maori) and settler (Pakeha) cultures of New Zealand. Students will use the knowledge and experience gained through this course to develop critical concepts about culture and a greater understanding of their own place within their own culture. 2 SH. CC: *Cross-Cultural*.

**OFFP/OFFS/OFFR:NIREPCE Peace and Youth in Northern Ireland.**

Students in this course will work with organizations in Northern Ireland to combine a service component with a cross-cultural experience in a reflection-intensive course. Topics covered will include human equality, religion, politics, socioeconomics and global citizenship as they pertain to the long history of strife in Ireland and the resulting peace and reconciliation process. 2 SH. CC: Cross-Cultural

**OFFP/OFFS/OFFR:NOLA GO New Orleans**

Students travel to the Gulf Coast to learn about the culture of this unique American City and assist with ongoing Hurricane Katrina recovery efforts. Service projects include working with Habitat for Humanity on general construction of homes, such as painting, framing, renovating, etc. New Orleans and the surrounding area offer a distinctive culture unlike any other in the U.S. Students will experience the rich ethnic, culinary, historical, music/arts and architectural mixture that makes New Orleans a completely unique city. 2 SH. CC: Cross-Cultural

**OFFP/OFFS/OFFR:PERUCLT Peruvian Culture and Society.**

The program will introduce students to both Hispanic and pre-Columbian cultures of Peru, with in-depth consideration of the specific history-culture and sociopolitical environments of Peru. This program includes a significant service component and a visit to Machu Picchu. 2 SH. CC: Cross-Cultural.

**OFFP/OFFS/OFFR:PHILIPP Philippines: Service Learning.**

In the spring semester students take a course in which they study Filipino culture, history, language, religion and cuisine. Students are graded on the basis of papers, quizzes and a final exam. The second part of the program is a two-week service-learning trip to the Philippines. The first week focuses on a service project in the provincial city of Lipa City in Batangas Province. The second week begins with a visit to United Theological Seminary in Dasmariñas, Cavite Province, for a presentation and discussion led by faculty of the seminary. The majority of the second week is spent in Manila, working at the Kanlungan Shelter for children. There are also side trips, typically to the Manila office of the International Justice Mission and the island fortress of Corregidor. 2 SH. CC: Cross-Cultural

**OFFP/OFFS/OFFR:PRAGUE Prague Revisited.**

Students explore the juxtaposition of historical and modern art forms in Prague, a quintessential eastern European city. In this course they work firsthand with professional artists, visit the largest movie studio in Europe, and study the many architectural and design styles that have contributed to the extraordinary experience of post-Communist life in this unique community. 2 SH. CC: Cross-Cultural.

**OFFP/OFFS/OFFR:RUSSIA The Golden Ring of Russia: Ecology and Culture.**

Provides students with field experiences in the ancient "Golden Ring" region of Russia, an area that has endured significant

human impact for more than 1,000 years and is now going through major social, economic and political changes. The main focus is on the ecology of the region as it relates to geomorphology, land usage and Russian culture. A major portion of the course will include an introduction to the Russian language, together with cultural experiences in the Yaroslavl region and Moscow. 2 SH. CC: Cross-Cultural

**OFFP/OFFS/OFFR:SAFRICA Travel Writing in South Africa.**

This course takes students to South Africa and exposes them to a range of South African cultures, including Xhosa, English-speaking, Afrikaner and Muslim. Students read models of international travel writing to see how writers express awareness of cultural similarity and difference, and of their own cultural values and identity. Finally, students write travel essays of their own, in which they reflect on the South African cultures they have encountered and on their own relationships to these cultures, and subject these essays to the creative workshop method. Prerequisite: ENGL:100 with a grade of B- or better. 2 SH. CC: Cross-Cultural

**OFFP/OFFS/OFFR:SPANL&C Spanish Language and Culture.**

This trip helps students further develop their Spanish language and culture skills in Seville, Spain. Students live with host families and participate in two excursions to other cities in the region. Students have the opportunity to take an upper-level Spanish course as part of this program. 5 SH. 2 SH are CC: Cross-Cultural and 3 SH are Spanish language credit.

**OFFP/OFFS/OFFR:SUCASA Images of Jesus in Central America.**

An intensive course combining two weeks of on-site study with service at clinics, churches and mission sites in Costa Rica and Nicaragua. This course examines icons, paintings, hymns, communal life, liturgies, devotional practices and theological statements as expressions of the Christologies that are operative in a variety of Central American churches. Travel occurs during winter break. This is the academic component of the SU CASA (Susquehanna University Central America Service Adventure) program. 2 SH. CC: Cross-Cultural

**OFFP/OFFS/OFFR:TOKYO GO Tokyo**

The GO Tokyo program provides students with experiences to various aspects of Japanese culture, society, education and history. The program also provides students with experiences to interact with their Japanese peers to gain a better understanding of their own culture and the cultural similarities and differences they share with others. Students will be introduced to some common Japanese phrases for everyday life in order to facilitate interaction with their Japanese peers. The activities of the program will take place in Tokyo, which is a historical and modern city, and Senshu University, which is the second oldest private university in Japan. 2 SH. CC: Cross-Cultural.

### **OFFP/OFFS/OFFR:VILLAND GO Villandraut.**

Students spend two weeks of this three-week GO program working on the restoration of the Chateau de Villandraut, a 14th-century castle in southwestern France, about 25 miles from Bordeaux. Activities include stone-cutting, masonry and general maintenance of the chateau site. Thematic study will vary with director's expertise. Included are field trips to such sites as other historic monuments of the same era, a vineyard, etc. French being the official language of the worksite, students will be required to make a commitment to speak only French during working hours. The two weeks on the site are complemented by time in Paris, where students visit several medieval landmarks. 2 SH. CC: *Cross-Cultural*.

## **Personal Development**

The personal development courses are intended to help students adjust to college life and to get the most from their college careers. First-year students who enter the university in the Sigmund Weis School of Business satisfy the perspectives requirement in the Central Curriculum by taking MGMT:102 Global Business Perspectives, while all other first-year students fulfill the perspectives requirement by completing PRDV:104 Perspectives. In addition to these two courses the personal development area also includes two courses that are required for students in the Sigmund Weis School of Business and that are also open as electives to other students on a space-available basis.

## **Personal Development Courses**

### **MGMT:102 Global Business Perspectives.**

An overview of business fundamentals, functional areas of business, business careers and opportunities provided through the curriculum of the Sigmund Weis School. The course takes a case-based approach, emphasizing teamwork and communication skills. A team presentation of case analyses to invited business executives is a key component of the course. 4 SH. CC: *Oral Intensive, Perspectives, Team Intensive*.

### **PRDV:100 Using Computers.**

Topics include basic operating concepts of computers and a hands-on introduction to their use for word processing, email, spreadsheet modeling, presentation graphics, library research, the World Wide Web and other uses on the Internet. Also discusses trends, projections and the impact of computers on society. 2 SH.

### **PRDV:104 Perspectives.**

A first-semester seminar focusing on a topic (often interdisciplinary) chosen by the individual instructor as appropriate to allow students to connect the academic content of the material to their growth and development as first-year college students. Recent examples have included American pop culture, the rights and responsibilities of citizenship, and the relationship of science and religion to human society. 2 SH. CC: *Perspectives*.

### **PRDV:105 Introduction to Professional Development.**

This course focuses on identifying and clarifying individual values, skills, interests and personality type to develop suitable career objectives, placing emphasis on the connections between career preparation, academic choices and co-curricular activities. Students learn how to construct a resume and cover letter and conduct an employment search. Primary theories used to teach career planning and development include trait and factor, developmental, learning and socioeconomic theories. Prerequisite: Sophomore standing. 2 SH.

## **Reserve Officers Training Corps (U.S. Army)**

ROTC, or military science, is a four-year program divided into basic courses in the first and second years and advanced courses in the junior and senior years. Susquehanna University offers the program jointly with nearby Bucknell University. Some classes are taught at Susquehanna; some are taught at Bucknell.

The program is designed to prepare college graduates for commission as officers in the U.S. Army. Program goals are to strengthen responsibility and integrity and develop leadership skills and the moral courage to apply those skills.

First-year students and sophomores may enroll in the program on a trial basis with no commitment either to the program or to the military. Students may choose to leave the program or continue with advanced courses to earn officers' commissions. Although the program is designed to start with new first-year students each fall, it is possible to make special arrangements to enter the program as late as the second semester of the sophomore year. Students with prior military service may validate the basic course and enter directly into the advanced course.

Students enrolled in the advanced courses receive a subsistence allowance. Students also receive books, uniforms and equipment at no cost. First-year students and sophomores may compete for U.S. Army ROTC merit scholarships that pay full tuition and fees, with an additional \$900 each year for books.

Program requirements include a 32-day summer camp between the junior and senior years. Students receive a salary for the camp experience and receive travel, lodging and meals at no cost. Students also must complete one course in the area of military history.

First-year classes meet once weekly for 60 minutes; sophomore classes meet for a total of two hours weekly. Advanced-course classes meet weekly for a total of three hours. Students also are required to participate in physical-fitness training sessions (one hour each, number varies with class), and 12 hours of laboratory time throughout the semester. There also is one weekend field trip each semester.

For more information call or email 570-577-1013 or [rotc@bucknell.edu](mailto:rotc@bucknell.edu).

## Reserve Officers Training Corps Courses

### **ROTC:101 Introduction to ROTC.**

Acquaint students with the ROTC program. Increase self-confidence through team study. Learn fundamental concepts of professional leadership in both classroom and outdoor laboratory activities. *2 SH.*

### **ROTC:102 Introduction to Leadership.**

Learn and apply principles of effective leading. Develop communication skills to improve individual performance and group interaction. Relate organization ethical values to the effectiveness of a leader. *4 SH.*

### **ROTC:201 Self/Team Development.**

Learn and apply ethics-based leadership skills. Develop skills in oral presenting, concise writing, event planning and coordinating group efforts. *4 SH.*

### **ROTC:202 Individual/Team Military Tactics.**

Focuses on leading a small group of individuals. Examines the role of the leader, military leadership concept, personal character, decision making, implementing decisions, motivation, supervision and training. *4 SH.*

### **ROTC:301 Leading Small Organizations.**

Series of practical opportunities to lead groups, receive personal assessments and lead again in situations of increasing complexity. Plan and conduct training for younger students to teach and develop leadership skills. *4 SH.*

### **ROTC:302 Leading Small Organizations II.**

Analyze tasks; prepare written or oral guidance for students to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. *4 SH.*

### **ROTC:401 Leadership Challenges and Goal Setting.**

Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals, put plans into action to attain them. Develop confidence in skills to lead people and manage resources. *4 SH.*

### **ROTC:402 Transition to Lieutenant.**

Continues the methodology from ROTC:401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Prepare for a future as a successful army lieutenant. *4 SH.*

## Minors in Strategic Studies and Military Science

The military science program offers two minors, one in strategic studies and one in military science.

**Minor in Strategic Studies.** The minor in strategic studies consists of ROTC:301, ROTC:401 and one course from each of the following three areas:

*Ethics:* RELI:107 Faiths and Values, PHIL:122 Resolving Moral Conflicts and PHIL:225 Just War Theory

*U.S. Policy:* POLI:331 American Foreign Policy, POLI:333/SOCI:333 Development, Globalization and Society, and ECON:341 Economic Policy

*Geography:* PSYC:350 Psychology, Culture and Ethnicity

None of the courses in the strategic studies minor may be applied to the student's major.

**Minor in Military Science.** The minor in military science consists of ROTC:301, ROTC:302, ROTC:401, ROTC:402 and one course from each of the following two areas:

*Human Interactions:* PSYC:230 Social Psychology, PSYC:340 Cognitive Psychology and PSYC:350 Psychology, Culture and Ethnicity.

*Ethics:* RELI:107 Faiths and Values, PHIL:122 Resolving Moral Conflicts and PHIL:225 Just War Theory

None of the courses in the military science minor may be applied to the student's major.

# Academic Policies and Regulations

Academic standards exist at every college and university. Many are common throughout higher education and others are specific to a particular campus. Standards are both an indicator of general educational quality and a means by which an individual student's achievement and progress can be measured.

Susquehanna's academic year is composed of 30 weeks of instructional time, and in each semester a full-time student must complete at least 12 semester hours of credit. To receive the full benefit of a Susquehanna education, each student has these basic responsibilities:

- To attend class regularly (if a student misses the equivalent of two weeks of class in a 14-week course or one week of class in a seven-week course, the faculty member may remove the student from the course with a final grade of F),
- To meet frequently with the faculty adviser,
- To make steady progress toward graduation, and
- To understand and follow university policies outlined in this catalog and the *Student Handbook*.

**Advising and Course Selection.** Academic advising is one of the most important services available at a college or university. The process helps students plan an educational program that satisfies their individual needs.

First-year and transfer students at Susquehanna first meet their advisers during Welcome Week. Their initial discussions focus on course choices and the university in general. After that, students meet with their advisers as often as necessary—at least once each semester. These are opportunities to talk about academic goals and decide upon a major. Advisers can also help students gain approval for independent study and find out more about off-campus study programs. While academic advisers may provide guidance and support as described here, students are ultimately responsible for their academic choices and the consequences of those choices.

In March and November, students register for the upcoming semester after selecting their courses with the guidance of their advisers. In addition, during the first two days of each semester, all students go through a mandatory electronic registration check-in process.

Susquehanna reserves the right to limit the size of any course. Students majoring in a department are normally given enrollment priority in that department's courses required for the major. Every effort is made to accommodate individual needs, but the university cannot guarantee placement in a specific course in a particular semester.

**Adding and Dropping Courses.** Students may change their course schedules through WebSU without charge during the drop/add period. After that time, there will be a \$25 late-change fee for each new course added.

Students may withdraw from a course through WebSU and receive a grade of W until the end of the third week of the semester in full-semester courses or the end of the eighth day of classes in seven-week courses. For first-semester, first-year students, the withdrawal period is extended to six weeks for full-semester courses and three weeks for seven-week courses. After these dates, students may obtain a special late-course withdrawal and still receive a grade of W in a full-semester course until the end of the 10th week of the semester and in a seven-week course until the end of the fifth week of the course. A student may use this special late-withdrawal option for a maximum of 12 semester hours of credit while at SU. To take advantage of the option, the student must fill out a special late-withdrawal form and submit it to the Office of the Registrar by the appropriate deadlines. A student may not use the late withdrawal policy to withdraw from a course if the faculty member has already withdrawn the student with a grade of F for excessive absenteeism. After the times indicated above, students may withdraw from a course only for extraordinary circumstances, such as medical emergency or family crisis, as approved by the vice president for student life; in such situations, the student must provide written validation from the appropriate authority. In all other cases, the instructor will assign a final grade. Failure to attend class does not in itself constitute withdrawal, and students who stop attending a class without going through the official withdrawal procedures will receive a final grade for the course, with Fs being factored in for all missing coursework.

Dropping a course can delay graduation and may affect a student's eligibility for financial assistance, for insurance or for some academic honors. For further information, please refer to the costs and financial aid section on page 193.

All students are responsible for their own enrollment. Failure to add, drop or withdraw from a course properly may result in no course units awarded and/or a failing grade.

**Course Loads.** The normal course load for a full-time student is 16 semester hours (typically four courses) per semester. Students may take 12 to 18 semester hours each semester without losing their full-time status or incurring extra charges. Students may take more than 18 semester hours and up to a total of 24 semester hours with the permission of their adviser if they do not have any outstanding grades of EC, I or N and meet a specified GPA. This option is open to seniors with a cumulative GPA of 2.50 or higher and underclassmen with a cumulative GPA of 3.00 or higher. Other students in good academic standing without grades of EC, I or N need approval from the dean of their school to exceed 18 semester hours. Students who have a cumulative GPA below 2.00 are not eligible to take an overload under any circumstances.

**Semester Hour.** A “semester hour,” used interchangeably for Susquehanna courses with “credit hour,” is a course unit normally involving three to four hours of student effort per week during one 14-week semester. This includes both in-class contact hours and out-of-class activities. The major parameters influencing the in-class/out-of-class division include the mode of instruction and the level of the course. A special or compressed term shall meet a number of hours per credit equivalent to a semester but in a compressed or extended time frame, as determined by the registrar in consultation with the provost.

**Independent Study** is an option for students who would like to investigate a topic not covered by the regular curriculum. It can also provide an opportunity for more in-depth research on an issue raised in another course. To qualify for independent study, a student must have completed 48 semester hours with a cumulative GPA of 3.00 or higher. Independent study also requires written approval of the supervising faculty member and of the head of the department offering the course. Other students who are in good academic standing and who have no grades of EC, I or N may attempt an independent study if they also receive permission from the dean of the appropriate school. Individual faculty and departments may establish higher standards of eligibility. Normally an independent study project earns from two to four semester hours of credit.

**Internships.** Most academic disciplines offer internships during the junior or senior year. These work experiences allow students to apply what they have learned in courses to the real world of professional organizations. A faculty intern adviser and a supervisor in the place of work design internships together and each evaluates the student’s performance following completion of the internship.

Before arranging an internship, the student consults the academic department in which credit is to be earned. Department faculty must approve the student for the internship and determine the nature of the academic responsibilities and the amount of credit. Academic good standing (2.00 GPA or better) is required for all internships. Many departments require a 2.50 GPA or better for internship approval. Students must complete and submit to the Office of the Registrar a Student Learning Contract *before* beginning their internship. The university will not grant retroactive internship credit.

Students participating in summer internships for academic credit or part-time students pay 50 percent tuition on a credit-hour basis. Normally, the university awards one to four semester hours for a summer internship. Summer internship credit is registered through the Office of the Registrar.

**Practica** are typically unpaid work assignments required in conjunction with a major program. Student teaching within the Department of Education is one example of a practicum experience. Practica typically involve supervised experience and training in professional, academic, clinical, community and research settings. Faculty from their major department inform

and guide students in the practicum requirements. Internships or practica are possible for any Susquehanna student who meets the basic eligibility requirements. Interested students should consult their faculty advisers or department heads.

**Externships.** Additional opportunities for education majors are available through EXPLORE, the Susquehanna Externship Program. The externships are short-term, one- to two-week experiences in an educational work setting related to the student’s career plans. The student observes a professional at the work site, either spending time with one person or rotating assignments. Students interested in the EXPLORE option should contact the Department of Education.

**Attendance Policy.** It is the university’s policy that when a student has accumulated more absences than weekly class meetings in any particular course during the semester, the faculty member may warn the student in writing of the consequences of additional absences. When a total absence accumulation has reached the equivalent of two weeks’ class meetings (one week’s class meetings for a seven-week course), the faculty member may award a grade of F, which automatically withdraws the student from the course. As with any grade, appeal may be made through normal channels if gross unfairness or illegal discrimination is alleged.

Each faculty member may choose to establish more stringent or less stringent attendance requirements than those set by the university or to abide by the university’s policy. In either case, for each course the attendance policy must be clearly stated in the syllabus and distributed on the first day of classes.

Participation in university-sponsored events does not constitute an automatic excused absence from classes. The instructor may require student attendance if, in the context of the course, this appears to be in the student’s best interest. In any case, the student is responsible to inform the instructor of an intended absence as early as possible and at least by the class period preceding that absence. If circumstances make such notification impossible, the student must see the instructor on the first day of returning to class.

**Grades and Grading.** Normally, the instructor is the final authority for all grades. Grades are changed only in the event of error, and changes require authorization by the faculty member and approval by the dean of the appropriate school. All grade changes must be submitted within one month from the end of the semester in which the grade is assigned. A student may not raise a final grade by doing additional assignments after the course has concluded or by revising previously submitted assignments. Any grade conflict that cannot be resolved between the faculty member and the student shall be referred to the department head. If the conflict cannot be resolved at the departmental level, the issue may be referred to the dean of the school.

**Grading System and the GPA.** Each letter grade from A to F carries a designated number of quality points per semester hour. These points are used to calculate the grade point average (GPA). To determine the GPA for each semester, the number of quality points earned that semester is divided by the number of semester hours taken that semester. To compute the cumulative GPA, all quality points earned at Susquehanna are divided by all semester hours attempted.

The following values are used in the computation of quality points:

A	4.00 quality points	C	2.00 quality points
A-	3.67 quality points	C-	1.67 quality points
B+	3.33 quality points	D+	1.33 quality points
B	3.00 quality points	D	1.00 quality points
B-	2.67 quality points	D-	0.67 quality points
C+	2.33 quality points	F	0.00 quality points

The following grades carry no quality points and do not affect the GPA:

W	Withdraw
S	Satisfactory (C- or higher)
U	Unsatisfactory (D+ or lower)
TR	Credit (credit by examination or transfer credit from other institutions)
AU	Audit
EC	Extended Course
I	Incomplete
N	Not Reported (final grade delayed for administrative reasons)
CIP	Course in Progress

Coursework accepted for transfer from other institutions will be recorded only as credit earned toward graduation. It will not be included in the student's GPA.

**Extended Course (EC) Grades.** Some courses, especially senior seminars and advanced research courses, may require more than one semester to complete. In such cases, the instructor will give a temporary grade of EC. Students then submit all remaining work by the end of the next semester or before graduation, whichever is earlier. Students who fail to complete all assignments by the required date will be graded on the work submitted up to that point. Grades of zero or F may be calculated for missing assignments.

**Incomplete (I) Grades.** Occasionally an illness or family emergency may prevent a student from completing all assignments before the end of the course. Under these circumstances a professor may award the temporary grade of I. If the I is for a seven-week course in the first half of the semester, the student must complete all outstanding work by the end of the 14th week of classes. If the I is for a full-semester course or a seven-week course in the second half of the semester, the student must complete all outstanding work within the first two weeks of

the next semester. Extensions of this deadline must be approved by the instructor and filed with the registrar. Students who do not finish all assignments by the required date will be graded on the work submitted up to that point. Grades of zero or F may be calculated for missing assignments.

**The S/U Option.** Susquehanna encourages students to explore different disciplines and pursue new interests by enrolling in a wide variety of courses. The S/U, or satisfactory/unsatisfactory, option allows students to take an elective in an area in which they have had little or no prior experience without taking a chance of lowering their GPA. Under the S/U option, students who earn a grade of C- or higher receive a grade of S, or satisfactory. Students who earn a grade of D+ or lower receive a grade of U, or unsatisfactory. Neither grade is calculated into the student's GPA, but a course completed with a grade of U does not earn credit toward graduation.

Students must officially declare their intention to use the S/U option during the first two weeks of the semester by submitting a completed S/U form to the Office of the Registrar. A student may not take more than four semester hours of S/U coursework in any one semester except in the case of certain internships. A maximum of 10 semester hours of electives may be taken on an S/U basis. Courses graded only on an S/U basis, such as the accounting internship, are not included in the S/U maximum total.

**Auditing.** Another way to take advantage of the university's diverse curriculum is to audit a course. Students who choose the audit option are not required to take examinations. They are expected to attend and participate in class regularly. Audited courses carry no academic credit, but the university does note audited courses on transcripts. Students planning to audit a course must notify the Office of the Registrar before the conclusion of the drop-add period and pay the appropriate fee. See the costs and financial aid section on page 193.

**Repeating a Course.** There are times when students wish to retake a course, either to improve their knowledge or to earn a higher grade. In such cases, the university calculates both grades into the cumulative GPA and records both grades on the transcript. Students will not earn additional credit toward graduation by repeating a course in which they previously received a passing grade.

**Coursework at Other Institutions.** First-year students, sophomores and juniors may take courses at other accredited institutions and transfer the credit to their record at Susquehanna. Seniors may do so only if they are not in violation of the residence requirement explained below. Students must file a notice with the registrar's office of their intention to take coursework at another college or university, and all such work must be approved in advance by the appropriate department heads. Susquehanna will accept transfer credit only from U.S. institutions that are accredited by federally recognized regional accrediting agencies, such as the Middle States Association of

Colleges and Schools. Transfer credit from foreign institutions will be evaluated on a case-by-case basis.

Students must earn a grade of at least C- in courses accepted for transfer. The university does not calculate grades from courses taken at other colleges into a student's Susquehanna GPA, and Susquehanna will not award more transfer credit for a course than the parent institution offered for that course.

**Off-Campus Summer School.** In keeping with university policy on coursework at other institutions, Susquehanna students may also take summer courses at other institutions. Students planning to do so should complete the necessary form in the Office of the Registrar and provide the assistant registrar and appropriate department heads with course descriptions from the other school at least two weeks before the end of the spring semester.

**Academic Honors.** The university sponsors a variety of programs to encourage and recognize outstanding academic performance. These include the Dean's List for each semester, honors awards at commencement and the annual University Scholars program.

To graduate with honors, a bachelor's degree student must have completed no fewer than 65 semester hours in residence at Susquehanna. Students who have done work of honors caliber while at Susquehanna but who have not satisfied this requirement are so recognized at commencement, but they do not receive degrees with honors.

The cumulative grade point averages required for honors designation at commencement are shown here:

Designation	Cumulative GPA
Cum laude	3.40–3.59
Magna cum laude	3.60–3.79
Summa cum laude	3.80–4.00

Students who successfully complete the Honors Program, fulfill the semester-hour requirements above and earn a cumulative GPA of 3.40 or better are also awarded University Honors. The university awards departmental honors to recognize students who exhibit superior performance in their major field. Specific requirements for departmental honors appear under department listings.

The Dean's List recognizes students who earn a GPA of 3.40 or better in a particular semester. To be eligible, students must complete at least 12 semester hours and receive a letter grade for at least eight of those hours during the semester. Any student who receives an I or EC during the semester is ineligible.

The university also annually designates University Scholars to recognize superior academic achievement. This honor goes to full-time students who have achieved or maintained a cumulative GPA of 3.75 or better after at least one full academic year of study at Susquehanna.

**Academic Standing and Satisfactory Progress Toward Degree.**

To be in good academic standing, a student must maintain a 2.0 or better cumulative GPA.

Students may lose their financial aid if they fail to maintain acceptable progress toward their degree or if their GPA falls below acceptable levels. For further information, see the costs and financial aid section on page 193.

Credits Earned	Class Standing	Warning	Probation	Suspension
<26 credits	First-year	<2.00 overall or <C- in ≥8 credits in a semester	<1.80 overall or <2.00 (i.e., on warning) for second semester or <C- in ≥8 credits while on warning	<1.50 overall or second semester on probation or <C- in ≥4 credits while on probation
26–57 credits	Sophomore	<2.00 or <C- in ≥8 credits in a semester	<1.90 or <2.00 (i.e., on warning) for second semester or <C- in ≥8 credits while on warning	<1.70 or second semester on probation or <C- in ≥4 credits while on probation
58–93 credits	Junior	None	<2.00	<1.901
>93 credits	Senior	None	<2.00	<2.00

<sup>1</sup>A junior who has attempted more than 110 semester hours, including withdrawals, is subject to loss of federal financial aid if his/her GPA is <2.00.

A second semester on warning leads to probation, but warning is not a prerequisite for probation.

In a case of catastrophic academic performance (e.g., D, F or W in all courses for a given term, leading to a term GPA of 1.00 or less), a first-year student may be placed on suspension without having been on probation. Otherwise, a student must be on probation for at least one semester before suspension, and a second semester below the relevant probation criterion leads to suspension.

If a first-year student or sophomore completes a semester on probation above the relevant probation criterion but below the relevant good academic standing criterion, he/she will be continued on probation. Juniors and seniors must return to good academic standing or be liable to suspension.

A student on probation must complete an academic recovery plan with the Center for Academic Achievement, signed by his/her adviser, within the first two weeks of the semester every semester he/she is on probation. The student must meet the

academic performance milestones and any other requirements of the plan or be subject to suspension.

A student returning from suspension will be on probation until meeting the criteria for good academic standing and must complete an academic recovery plan. Students returning from suspension are expected to achieve good academic standing by the end of two semesters after being readmitted. If, after two semesters, the student remains below the relevant probation criterion, he/she will normally be permanently suspended from the university. If, after two semesters, the student is above the relevant probation criterion but still below good academic standing, he/she may have a third and final semester to achieve good academic standing.

The first suspension must include at least one semester and one summer and, depending on circumstances, may require two semesters and one summer. If the student again meets the criteria for suspension after readmission, he/she will be permanently suspended from the university.

Warnings are not subject to appeal. Academic probation or suspension may be appealed in writing to the provost. The appeal must include new information that was not available to the Academic Standing Committee and must include a recommendation by the student's adviser and dean. An appeal based on discrimination or on capricious or negligent action by the Academic Standing Committee may also be addressed to the provost.

**Graduation Requirements.** To earn a baccalaureate degree, a student must do the following:

- Complete at least 130 semester hours (with no more than 65 semester hours in a single department unless the student is pursuing a major accredited by the National Association of Schools of Music or by the Pennsylvania Department of Education which explicitly mandates more credit in a particular department),
- Satisfy major requirements,
- Fulfill all sections of the university Central Curriculum,
- Have a cumulative grade point average of 2.00 (C average) or better for all courses attempted at Susquehanna and a minimum cumulative grade point average of 2.00 (C average) for all courses in the major, unless the department has a higher standard (unless otherwise indicated in the departmental listings, every course applied to the major will be included in the major GPA calculation),
- Satisfy the university residence requirement, and
- Have program approval from his or her academic adviser and the Office of the Registrar.

Each student is responsible for ensuring the completion of all degree requirements. The university provides an automated degree audit program to help students chart their progress

toward graduation and recommends that students periodically check their records and immediately bring any questions or concerns to the Office of the Registrar.

Candidates must declare their anticipated graduation date at least two semesters before they intend to graduate. The university expects graduating seniors to attend commencement ceremonies to receive their degrees. Only those students who have completed all of the requirements for graduation are permitted to take part in commencement ceremonies. Susquehanna will award degrees in absentia only on approval of a written request addressed to the provost.

**Residence Requirement.** Baccalaureate candidates must take at least 65 semester hours of their total coursework, including 24 of their last 32 semester hours and their major capstone course and any other course a major program may designate, in residence or in approved off-campus programs. At least half the courses applied to a student's major or minor must also be taken in residence. The faculty or the Residence Waiver Committee as its designee must approve any variation from this policy.

**Second Bachelor's Degree.** Students who have earned a bachelor's degree, whether from Susquehanna or from another institution, must fulfill the following requirements if they wish to enroll at Susquehanna for a second bachelor's degree:

- Be formally admitted to the bachelor's degree program at Susquehanna,
- Complete a minimum of 32 additional semester hours in current residency at Susquehanna,
- Satisfy all the current requirements for the Central Curriculum and for the chosen major, and
- Complete at least half of the coursework for the major, the major capstone course and any other course a major program may designate at Susquehanna.

Any coursework that a student has taken at another college or while earning a first bachelor's degree at Susquehanna must be approved by the appropriate department in order to be applied to the new major.

Susquehanna graduates who wish to complete a second major but who do not wish to earn a second degree need to notify the Office of the Registrar of their intention. Such students must satisfy all of the current requirements for the chosen major and must complete half of the coursework for the major at Susquehanna. Any coursework that the student has taken at another college or while earning a bachelor's degree at Susquehanna must be approved by the appropriate department in order to be applied to the new major. After the student has completed the second major, the double major will be recorded on the transcript.

**Dual Degree.** Students who complete two majors may be awarded both degrees if they complete a total of 162 hours of coursework. A second degree presumes not just completion of a

dual major but the completion of a greater amount of coursework than would be required by one degree. The additional coursework is also needed to give the breadth that a liberal arts education should provide. Students who complete two majors and who do not wish to take a total of 162 semester hours of coursework will be awarded one bachelor's degree.

**Accelerated Degree.** Most majors, with the exception of accounting, music and elementary education, adapt to Susquehanna's accelerated degree option, which allows highly motivated students to complete degree requirements in three or three and one-half years of study. To complete an accelerated degree, students plan carefully from the beginning to do the following:

- Earn exemption from some first-year courses through placement testing,
- Use the full 18 hours of tuition "credit" each semester by taking the maximum number of courses,
- Pursue course overloads when appropriate, and
- Add summer courses at modest cost.

For further details, please contact the Office of Admissions.

**Transcripts.** The Office of the Registrar will issue official transcripts of the student's permanent academic record upon written request (electronic signatures are not accepted for this purpose). Susquehanna reserves the right to withhold transcripts of a student who has any outstanding financial obligations to the university. See the costs section on page 193 for more information.

**Leave of Absence.** Students may take leaves of absence for personal, medical or financial reasons, or for study at other institutions with which Susquehanna has no formal cooperative program. Any interested student may arrange a leave of absence by filing the appropriate form with the Office of the Registrar. Students in good academic standing may re-enter the university after their leave by writing to the registrar. Students on academic warning or academic probation who take a leave of absence must be formally reinstated by the Academic Standing Committee before they may return to Susquehanna. The procedures for such reinstatement are identical to the procedures for readmission after academic suspension.

**Withdrawal from the University.** To be eligible for any refunds under the schedule listed in the costs and financial aid section on page 193, students must complete the formal withdrawal form available from the Office of the Registrar. Simple departure from campus does not constitute official withdrawal. Students who do not immediately notify the registrar of their intention to withdraw will lose all fees and deposits. Degree candidates who withdraw or take a leave of absence from the university for more than one year are subject to any changes made in their academic program requirements during that time. Students who have left the university for one year or less may fulfill either their original

major and distributional requirements or the revised requirements.

**Privacy Policy and Student Right-to-Know Act.** The offices of admissions, the registrar and student life and the Career Development Center maintain records on degree candidates. Enrolled students may review their records by submitting a written request to the appropriate office. They may not remove documents from their files without the administrator's permission. University employees, including the university attorney, emeriti faculty and educational consultants employed by the university, may be given full access to student records.

Each year Susquehanna publishes an online directory listing each student's name, program, class, home and campus addresses, campus mailbox, and campus email address. The university may release this information publicly without prior consent from the student. The university may also release the date and place of birth, student activities, photographs, home telephone number, dates of attendance and graduation, degrees awarded, honors received, and other educational institutions attended. Weight and height for varsity athletes may also be released. The university may also release photographs of students for use in the news media and in university publications in printed, video and electronic formats. A student may request that any of this information not be released by writing to the vice president of student life.

As of Jan. 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which students' education records and personally identifiable information (PII) contained in such records—including Social Security number, grades or other private information—may be accessed without student consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without student consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to students' education records and PII without student consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain and share without student consent PII from education records, and they may track student participation in education and other programs by linking such PII to other personal information about students that they obtain from other federal or state data sources,

including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

The university may release academic information to parents of a dependent student at any time.

In accordance with the Student Right-to-Know Act, Susquehanna University publishes the graduation rate of full-time bachelor's degree students. Anyone interested in receiving this information may access the university website at [http://www.susqu.edu/documents/about/graduation\\_rate\\_report.pdf](http://www.susqu.edu/documents/about/graduation_rate_report.pdf).

# Campus Life, Student Services and Facilities

## Campus Life

**Honor Societies.** There are 21 departmental and university-wide honor societies.

*Alpha Epsilon Rho* is a national broadcasting honor society. To be eligible, a student must have at least sophomore standing, have maintained a 3.00 GPA in broadcast studies and be active in WQSU radio activities. The Susquehanna chapter was chartered in 1985.

*Alpha Lambda Delta* is a national honor society that recognizes first-year students with outstanding academic records. Active membership continues through the sophomore year. The Susquehanna chapter affiliated with the national Alpha Lambda Delta chapter in 1977. Members who maintain the initiating average through the senior year are eligible to apply for graduate fellowships offered by the national society.

*Alpha Psi Omega* is a national fraternity organized as an honor society for those meeting high performance standards in drama. The Susquehanna chapter, Theta Phi, was chartered in 1941.

*Beta Beta Beta* is a national biology honor society seeking to stimulate scholarship, dissemination of scientific knowledge and promotion of biological research. The Susquehanna chapter was chartered in 1980.

*Beta Gamma Sigma* is the honor society for collegiate schools of business. Membership in this group is the highest national recognition a student can receive in an undergraduate or master's program in business or management accredited by the AACSB International—the Association to Advance Collegiate Schools of Business. To be eligible for membership, a student must rank in the upper 7 percent of the junior class or the upper 10 percent of the senior class and be committed to the principles and values of the society: honor and integrity, pursuit of wisdom, earnestness, and lifelong learning.

*Kappa Delta Pi* is an international honor society in education. Selection is based on high academic achievement, a commitment to education as a career and a professional attitude that ensures steady growth in the profession. To be eligible, students must have a GPA of 3.40 or higher. The chapter was chartered in 1997.

*Kappa Mu Epsilon* is a national mathematics honor society organized in 1931. To be eligible for membership, students must rank in the upper 35 percent of their class and have completed four mathematics courses at or above the Calculus I level with an overall average of B. The Susquehanna chapter was chartered in 1969.

*Lambda Pi Eta* is the official honor society of the National Communication Association (NCA). It recognizes, fosters and rewards outstanding scholastic achievement; stimulates interest in the field of communication; and provides an opportunity to discuss and exchange ideas about the field. Membership requires that students have completed at least 60 semester hours at SU with a GPA of at least 3.00, have completed 12 hours in the area of communication study with a GPA of at least a 3.25 and be in the upper 35 percent of their graduating class. The Susquehanna chapter was chartered in 2003.

*Omicron Delta Epsilon* is a national honor society in economics. It is available to juniors and seniors in any major who have taken at least 12 semester hours in economics, have a GPA of 3.00 or higher in economics and rank in the top one-third of their classes.

*Omicron Delta Kappa* is the national leadership honor society for juniors and seniors that recognizes and encourages superior scholarship, leadership and exemplary character. To be eligible, students must be among the top 50 of their class and exhibit leadership in two of five areas: scholarship; athletics; campus or community service, social, religious activities or campus government; journalism, speech and the mass media; or creative and performing arts. The Susquehanna chapter, chartered in 1992, is named the Weber Circle in honor of Gustave Weber, university president from 1959-77.

*The National Order of Omega* is a national Greek honor society founded to recognize those fraternity men and women who have attained a high standard of leadership in interfraternity activities; to encourage them to continue along this line and to inspire others to strive for similar conspicuous attainment; to bring together members of the faculty, alumni and student members of the institution's fraternities and sororities on a basis of mutual interest, understanding and helpfulness; and to help create an atmosphere where ideas and issues can be discussed openly across Greek lines and to help work out solutions. To be eligible for membership, students must be a junior or senior member of a social Greek organization, have a cumulative GPA equal to or higher than the all-Greek GPA, and be an active participant both within their own chapter and in Greek life and campus life. The Epsilon Gamma chapter was chartered at Susquehanna in 1983.

*Phi Alpha Theta* is an international history honor society organized in 1917. It promotes the study of history, research and the exchange of learning and thought among historians. The Susquehanna chapter, Lambda Kappa, was established in 1966 and includes students and faculty. The chapter grants membership on the basis of excellence in the study of history and includes nonmajors.

*Phi Sigma Iota* is an international foreign language society that recognizes academic achievement in foreign language, literature and culture. Susquehanna's Kappa Omicron Chapter was founded in 1987. The largest society of its kind in the world, Phi Sigma Iota promotes international communication and

understanding. To be eligible for membership, a student must be a junior or senior with a GPA of at least 3.00 in all college work and all foreign language courses. The student must be in at least third-year-level courses and rank in the top 35 percent of the class.

*Pi Delta Phi* is a national French honor society organized to foster scholarship in the study of the French language, arts and culture. To become eligible for membership, students must have completed one advanced French course, maintain a B average in French and rank in the upper 35 percent of their class. Susquehanna's chapter, Zeta Alpha, was chartered in 1969.

*Pi Gamma Mu* is a national honor society established to encourage and reward interest in the social sciences. The Pennsylvania Gamma Chapter was established in 1927. Its members include faculty, alumni and students. Selection is based on evidence of special interest in the social sciences and a completion of a stipulated number of courses with at least a B average.

*Pi Sigma Alpha* is a national political science honorary organization. The Susquehanna chapter, Theta Xi, was chartered in 1977 to promote scholarship and interest in the study of politics. Membership is open to junior and senior majors and nonmajors alike, who have completed a specified number of credit hours in political science with no grade below B and rank in the top one-third of their class.

*Psi Chi*, a national psychology honor society, was chartered at Susquehanna in 1968 to advance the science of psychology and encourage scholarship in all academic fields, particularly psychology. To become a member, students should have completed three courses in psychology with at least a B average, rank in the top 35 percent of their class and be accepted by vote.

*Sigma Gamma Epsilon* is a national earth sciences honor society. Membership is based on the scholastic and scientific advancement of its members; the extension of the relations of friendship and assistance between the university and scientific schools of the United States and Canada; and the advancement of the earth sciences. High scholarship and active interest in the pursuit of work in the earth sciences are fundamental requirements for membership. The Susquehanna chapter was chartered in May 2003.

*Sigma Pi Sigma* is the national physics honor society. The society's motto, translated from the Greek, is "investigation, the forerunner of knowledge." To be elected, students must have finished five courses in physics, have a 3.00 GPA in physics and a 3.00 overall GPA and rank in the top one-third of their class. The Susquehanna chapter was chartered in 1988.

*Sigma Tau Delta* is a national English honor society organized to promote respect for the study of the English language and literature. The Susquehanna chapter, Theta Chi, was chartered in 1987.

*Theta Alpha Kappa* is a national religion honor society. To be eligible for membership, students must be religious studies majors who have completed a minimum of 12 semester hours in religious studies courses with at least a 3.50 GPA in those courses. Eligible candidates must also rank in the top 35 percent of their class and must have a cumulative GPA of at least 3.00.

**Athletics.** Susquehanna recognizes the important role that sports play in college life. The athletic program, under advisement by a faculty/advisory committee, is an integral part of the educational objectives of the university. More than half the student body participates in intercollegiate, intramural or club sports.

Susquehanna is an NCAA Division III member and offers the following varsity sports: baseball, basketball (M/W), cross country (M/W), field hockey, football, golf (M/W), indoor track (M/W), lacrosse (M/W), outdoor track (M/W), soccer (M/W), softball, swimming (M/W), tennis (M/W) and volleyball (W).

Susquehanna currently offers the following intramural sports activities: flag football, tennis, racquetball, dodgeball, volleyball, three-on-three basketball, five-on-five basketball, outdoor soccer, indoor soccer, softball, ultimate Frisbee and floor hockey. The university also offers yoga and Zumba fitness activities.

**Fraternities/Sororities.** Approximately 25 percent of Susquehanna's students are members of fraternities/sororities. There are six national fraternities for men: Theta Chi (Beta Omega chapter), Tau Kappa Epsilon (Iota Beta chapter), Phi Mu Delta (Mu Alpha chapter), Phi Beta Sigma (Gamma Beta Alpha chapter), Phi Mu Alpha Sinfonia (Lambda Beta chapter) and Pi Kappa Phi (Iota Epsilon chapter). There are five national sororities for women: Alpha Delta Pi (Gamma Omicron chapter), Kappa Delta (Beta Upsilon chapter), Sigma Gamma Rho (Rho Theta chapter), Sigma Kappa (Epsilon Delta chapter) and Zeta Tau Alpha (Iota Nu chapter). There also is Alpha Phi Omega, the co-ed service fraternity, and Sigma Alpha Iota, the women's professional music sorority.

First-year students may not join a fraternity/sorority until their second semester on campus. They are eligible only with a cumulative and previous semester GPA of at least 2.40.

**Student Organizations.** There are nearly 150 campus clubs and organizations including music and art groups, service organizations, leadership opportunities, academic clubs, student programming organizations, and religion and diversity organizations. There are also a student-run newspaper, a radio station, a yearbook and several literary magazines. In addition, there are more than 24 honor societies and professional organizations, as well as 10 club sports.

**Transportation.** The Student Government Association provides a free shuttle service every Friday and Saturday from 10 p.m.-2 a.m. Traxportation provides a safe means for students around campus as well as to and from locations nearby campus. Traxportation vehicles are owned and operated by the university. Also, student activities provides a break shuttle service to

students at all semester breaks. Additionally, students can reserve private shuttle during the academic year.

**Service Programs.** Many students are active in service programs with agencies in the local community. Programs are sponsored by the Department of Residence Life and the Johnson Center for Civic Engagement, the Office of the Chaplain, and fraternities and sororities. Groups of students may also propose volunteer projects and be recognized by the Department of Residence Life and the Johnson Center for Civic Engagement. Initiatives include environmental and sustainability projects, tutoring middle school students, and working with the elderly and people with disabilities. Students may also choose to apply to participate in the GROWTH (Growing Relationships and Opportunities with Theme Housing) program. The program encourages living and learning communities that allow those involved in special interest or service organizations to live together in group housing. There is also a campus chapter of Alpha Phi Omega, a national coed service fraternity founded in 1925 and open to all college students. The Susquehanna chapter was organized in 2000. Susquehanna is also home to a nationally renowned Hurricane Relief Team program, in which a team of faculty, staff and students are deployed to the Gulf Coast each year as part of the Global Opportunities (GO) Program.

**Religious Life.** Susquehanna is affiliated with the Evangelical Lutheran Church in America (ELCA) and welcomes students of all religious backgrounds, as well as those with no religious affiliation. Like the ELCA, the university is open and ecumenical and seeks to promote interfaith conversation and develop an understanding of our ethical and spiritual responsibilities. The Religious Life Council coordinates the activities of 13 different religious groups including Catholic Campus Ministry, Hillel, InterVarsity Christian Fellowship and Lutheran Student Movement. The university chaplain, the director of Jewish life and three student deacons conduct a wide variety of programs of worship, learning, service, social justice and spiritual growth, and the chaplain and rabbi are available for consultation and counseling. A number of students and faculty also participate in various churches, temples and other religious institutions in the area.

## Student Services

**Career Development.** Susquehanna's Career Development Center provides programs and resources to assist students at each stage of their academic careers. The university encourages students to explore their own interests and abilities, identify a major program of study, and plan for a career. Students define career objectives, identify and research potential places of employment, and learn to communicate effectively with employers.

**Counseling Center.** Confidential counseling services are available free of charge to Susquehanna University students.

Services include brief individual counseling, crisis intervention, psychiatric services, alcohol and drug assessment and referral, and consultation to the university community. Students requiring longer-term counseling and students who wish to pursue counseling outside of the university are offered referrals to local clinicians. The mission of our clinical services is to inspire clients to care for and about themselves, to enhance learning, and to empower the opening of possibilities when facing challenges. In our educational, outreach and prevention services, we inspire the Susquehanna community to care for each other, to promote mental health and resilience, and to reduce stigma.

**Services for Students with Disabilities.** In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, the university makes efforts to provide reasonable accommodations for students with disabilities. To be considered for disability accommodations, students should forward recent documentation of their condition to the coordinator of disability services. Full information about the required documentation and steps for obtaining accommodations is discussed in the disabilities policy available at [www.susqu.edu/academics/12687.asp](http://www.susqu.edu/academics/12687.asp).

There are several compliance officers for services to students with disabilities. The coordinator of disability services coordinates the programs. The director of facilities management is responsible for physical facilities compliance with the Americans with Disabilities Act of 1990. The director of human resources is responsible for employment compliance.

**Health Services.** Susquehanna requires each student to have a physical examination performed by his or her physician, fulfill certain immunization requirements and complete a health record before entering the university. Nurses and the university physician, nurse practitioner or physician assistant are on duty weekdays at regular clinic hours. Nurses are on call at other times. Their services are available to full-time students for treatment of illness or injury. All students are required to enroll in the university's student health insurance program to facilitate general health and emergency services.

**Center for Diversity and Social Justice.** As an integral part of the educational experience, Susquehanna University is committed to developing a campus that is pluralistic and culturally diverse—one where everyone is welcomed. The Center for Diversity and Social Justice promotes learning opportunities for the campus community to integrate diversity and multiculturalism in all residential, scholastic and community policies and programs. The center's signature program is the Scholar Mentor initiative, which offers mentoring to all first year students to assist in their transition to college. The center maintains a multimedia resource library available to all students, staff and faculty, and provides ongoing support for the university SAFE ZONE project (a network of allies for the university's

LGBTQ students), the annual Latino Symposium and other diversity initiatives.

**First-Year Programs.** Susquehanna University has an office dedicated to helping new students adjust to their first-year experience. Offering programs designed to aid first-year students in their transition to university life, the Office of First-Year Programs coordinates entrance activities such as one-day Summer Preview Days, when new students meet and interact with other members of the incoming class, learn about campus resources and services from campus personnel, meet with faculty advisers to review fall-semester course options, and complete placement exams. In addition, first-year students participate in an extended orientation experience through Fall Orientation and Welcome Week. These activities immerse new students in the campus community, while providing learning and skill-building contexts. Along with specially designed first-year courses and programs, students may be engaged in supplemental learning activities such as SU SPLASH, an optional one-week service-learning event, or induction into Alpha Lambda Delta honorary society for their scholarly endeavors. In addition to the aforementioned activities, the Office of First-Year Programs works with students to review and evaluate academic progress and personal development throughout the year. Susquehanna University provides new students with a wide variety of services and programs to assure a smooth and successful transition.

**Public Safety.** The Department of Public Safety, located in the 18th Street Commons Community Building, operates 24 hours a day. Public safety officers enhance the academic experience by maintaining a safe environment within our community. This goal is accomplished by providing a variety of services such as security, law enforcement, fire safety, training and other auxiliary duties.

**Center for Academic Achievement.** Staffed by professional and peer tutors, the Center for Academic Achievement provides academic support for all university students, including one-on-one assistance in writing, mathematics and foreign languages. Students may also consult with an academic counselor or a college-level study skills specialist who can help with such issues as time management strategies, analysis of texts and test-taking skills. More information is available on the Web at [www.susqu.edu/tutorial](http://www.susqu.edu/tutorial).

**Women's Resource Center.** The Women's Resource Center is currently located in the lower level of the Scholars' House. It has on hand a variety of resource materials related to women's issues and services and serves as a referral and drop-in center for students, faculty and staff.

## Residence Life

Residence life is an integral part of the Susquehanna experience. More than 80 percent of Susquehanna students live in university housing. A broad range of living options is available, including

traditional residence halls, four halls dedicated to first-year students, living-learning housing, a scholars' house, an international house and a number of general upper-class residence halls. Other options include the West Village suite-style residence halls; the Sassafras Complex, featuring suites, apartments and townhouses for upper-class students; Liberty Alley, a small apartment complex (no board plan required); the 18th Street Commons, a large complex of townhouses (no board plan required); and several small university-owned houses located adjacent to the campus.

The director of residence life and civic engagement, as well as four professional staff members, live on campus and oversee residential programs and services. Residence halls are directly supervised by a staff of trained upper-class students. Aikens Hall, March Hall, the 18th Street Commons and the Scholars' House have faculty-in-residence apartments for faculty and their families, who serve as resources to the residential community. Faculty-in-residence facilitate special programming within the residence halls that extends learning to an out-of-classroom experience.

University residence hall rooms include beds, desks and chairs, dressers, cable television access, and wireless Internet. Students must supply their own sheets, blankets, pillows, pillowcases and towels.

**Room and Meal Plan.** Susquehanna requires all students to live in university housing and purchase the university meal plan unless they are commuting from the primary residence of their parent or guardian, which is within 45 minutes driving distance from campus; are 23 years of age or older; are married and residing with a spouse; or have a child with whom they reside. Resident students have the choice of eating in Evert Dining Hall, Benny's Bistro, The Periodic Table or Clyde's Place as part of the university board plan. Students living in the 18th Street Commons and the Liberty Alley apartments are exempt from the university board plan.

Under certain conditions, the Department of Residence Life and Civic Engagement may grant requests for special permission to live off campus. An off-campus lottery may take place during spring semester if enrollment projections indicate a need. There are no facilities on campus for married students or students with children.

Any student who destroys, defaces or removes university property is required to pay the cost of replacement or repair and will be subject to disciplinary action. The university reserves the right to inspect all rooms and to close all residences and the dining hall during vacation periods.

The university assumes no responsibility for loss or damage to personal property.

## Social Responsibilities & Community Standards

As a residential campus, Susquehanna promotes the social welfare of the campus community. To ensure conditions conducive to learning, Susquehanna has developed policies to support the educational process while encouraging the intellectual and personal growth of its students as scholars and citizens, both in and out of the classroom. Admission to and attendance at Susquehanna University are privileges and are conditional upon compliance with the rules and regulations of the university, both on and off campus and through electronic means of communication. Some regulations are printed in this catalog; others, including the *Code of Student Conduct* that outlines students' rights and responsibilities and a list of behavioral policies, may be found in the *Student Handbook*. Changes, deletions and additions are posted annually on the Web. Violations of local, state or federal law are also considered violations of university standards. Failure to abide by the rules and regulations of the university are addressed through an educational process through the student conduct system but also may be considered grounds for dismissal.

The university also reserves the right to dismiss any student who, in its judgment, has failed to attain a satisfactory academic record, is no longer amenable to the educational process, or poses a threat to that process and/or the general welfare of the campus community.

**Alcohol and Drugs.** Susquehanna University opposes illegal use of and substance abuse by students, as expressed in the statements below. The university offers education, assessment, counseling and referral services to students and regularly provides information to students concerning relevant laws, policies and recommended practices for risk-reduction strategies.

The illegal use, possession or sale of alcohol or drugs as defined by local, state and federal law is a violation of university regulations. The university cooperates fully with civil authorities in dealing with violations of these laws and clearly spells out disciplinary sanctions in the *Student Handbook*. Students 21 years of age and older may store and consume alcoholic beverages in private areas specifically designated by the university.

Public intoxication is subject to disciplinary action; where illegal drugs, prescription drugs not prescribed to a student, or the illegal use or abuse of alcohol are involved in a disciplinary case, the sanctions are more severe.

**Fire Safety Restrictions.** The possession or use of fireworks, candles (new or burnt wick) or open flames are prohibited. Tampering with fire bells or alarms, pull stations, extinguishers, hoses, exit signs, instruction signs and sprinkler systems and rendering a false alarm are all prohibited. Kitchen appliances,

with the exception of coffee pots with a maximum two-hour automatic shutoff feature, may not be stored or used in personal residence hall rooms. No fabric may be hung from ceilings or draped over doorways.

**Guests.** Within the residence halls, a "guest" is defined as any individual who is found in a residence hall or room who is not officially assigned to live there by the Department of Residence Life. Students' roommate(s) must be consulted and give consent prior to inviting a guest to stay overnight in a room. All non-SU students must obtain and carry a guest pass from the Department of Public Safety during the duration of their stay in the residence halls. Further restrictions for guests are outlined in the *Student Handbook*.

**Motor Vehicles.** All motor vehicles owned and/or operated by university students, faculty and staff must be registered with the university. Students, faculty and staff are expected to abide by the regulations for vehicle use on campus. Regulations may be found on the website at [www.susqu.edu](http://www.susqu.edu) under Public Safety.

**Sexual Misconduct.** Susquehanna University is committed to ongoing campus education on the topics of positive bystander behavior and interventions, on and off campus resources, and support for survivors of violence and sexual misconduct. Sexual misconduct is defined as any incident where an individual is forced into sexual contact against his or her will or without his or her consent, including sexual assault, abuse or other forms of sexual contact. Sexual harassment is any unwelcome advance, request for sexual favors, or other verbal or physical conduct of a sexual nature. On- and off-campus services are available for seeking medication attention, counseling services and reporting for victims. For more information on Title IX policies and resources for campus community members, individuals may refer to the *Student Handbook* or contact the university's Title IX Coordinator or the Office of Community Standards and Student Conduct.

**Weapons.** Possession of a weapon is prohibited. Weapons include but are not limited to firearms, BB guns, air rifles, paintball guns, or any object or substance designed to inflict a wound or cause injury.

For more information, please refer to the *Student Handbook* and the annual Campus Safety Report on the website at [www.susqu.edu](http://www.susqu.edu).

## Facilities

**Buildings and Facilities.** *Selinsgrove Hall*, the university's first building, houses administrative offices. Built in 1858, largely through the generosity of the people of Selinsgrove, it is on the National Register of Historic Places. The university added an elevator and ramps to provide equal access for people with disabilities in an extensive 1991 renovation.

*Seibert Hall*, built in 1901 and renovated in 1984, was named for donor Samuel Seibert. A handsome Greek-revival building on the National Register of Historic Places, it is a multipurpose facility with the upper two floors used for student residences. The lower two floors house the Office of the Dean of the School of Arts and Sciences, the Department of Education faculty offices, the Office of the Registrar, the Office of Information Technology, and the 200-seat Isaacs Auditorium.

*Steele Hall*, originally completed in 1913 for the science program, was named for Charles Steele. An extensive renovation in 1992 added an elevator to the building, which now houses the departments of economics, history and political science.

*Bogar Hall*, dedicated in 1951 and renovated in 1990, is home to the departments of modern languages, philosophy and religious studies.

*The Cunningham Center for Music and Art*, completed in 2002, is named in recognition of President Emeritus Joel Cunningham and his wife, Trudy, and their contributions to the university. The building provides contemporary art and music teaching facilities and flexible practice and performance space, including a 320-seat concert hall named in honor of Director of Choral Activities Emeritus Cyril Stretansky. A grant from the Degenstein Foundation of Sunbury, Pa., funded the extensive renovations and additions to Susquehanna's original music building, Heilman Hall, constructed in 1958 thanks to a generous gift from May Heilman.

*Fisher Hall*, renovated in 2010-11, contains classrooms, laboratories, offices and research space for the departments of physics, English, sociology and anthropology, mathematical sciences, and psychology. The building is designed to encourage collaborative research between faculty and students and among departments.

The Center for Academic Achievement is located in Fisher Hall. Students can obtain assistance with writing projects, math assignments and study skills. The Career Development Center is also located in Fisher Hall. It offers services and support of student outcomes in anticipation of graduation.

*The Natural Sciences Center*, completed in 2010, is an 81,000-square-foot building that provides teaching and research space for the departments of biology, chemistry, and earth and environmental sciences, as well as for the university's programs in ecology and health care studies. Designed specifically to support undergraduate science education, spaces in this new building enable flexible and effective teaching in the sciences, featuring collaborative laboratories for student-faculty research. Sustainable features are also a significant part of the building's design, demonstrating Susquehanna University's strong commitment to environmental responsibility.

*Apfelbaum Hall*, completed in 1999, is a high-tech center for the entire campus, as well as home to the Sigmund Weis School of Business and the offices of the Department of Communications.

The building features three multimedia computer laboratories, a state-of-the-art presentation classroom, two television studios, and 600 information technology dataports—one for every seat in the classrooms, team study areas and student lounges.

*The Charles B. Degenstein Campus Center*, opened in 1968 and renovated in 2005, is the hub of student life at Susquehanna. It includes the 500-seat *Evert Dining Room*, *Benny's Bistro*, *Charlie's Coffeehouse*, *The Crusader* student newspaper and campus radio station WQSU-FM. A 1992 addition includes a 450-seat theater and the *Lore Degenstein Gallery*. The Campus Center is home to the offices of student life, residence life, student activities and event management and the centers for diversity and social justice and civic engagement. *The Campus Bookstore*, also in the Degenstein Campus Center, sells textbooks and other reading matter, Susquehanna gifts and clothing, supplies, and sundries. The building was named in 1981 to honor Charles B. Degenstein, a generous Susquehanna benefactor.

*TRAX*, a campus nightclub and entertainment venue, opened in 2006. The facility was designed with input from students and hosts themed parties, dances, musical groups and other performers.

*Charlie's Coffeehouse* is a student-run, non-alcoholic coffeehouse and entertainment venue. Its purpose is to provide a non-alcoholic alternative for students. Entertainment is scheduled for almost every night of the week, free of charge. The programming manager schedules anything from live bands to craft nights. The Charlie's management team works with the Student Activities Committee to show new movies twice a week. Other events include open mic night, karaoke, football games on the big-screen TV and chicken wings. Charlie's also hosts poetry readings, art shows and student performer nights.

*The Art Studio*, renovated in 1990, provides a site for studio instruction in painting, printmaking and three-dimensional design. In 2008 a north wing was added to the facility through support from the Degenstein Foundation. In 2012 a south wing was added and the existing space was renovated through a generous donation by Gus and Jenny Rose Carey P'13.

*The James W. Garrett Sports Complex*, completed in 2001, includes a field house, the *Clyde H. Jacobs Fitness Center*, the *Orlando W. Houts Gymnasium*, a swimming pool, a weight room, and other facilities for fitness and intramural and intercollegiate athletics. The 51,000-square-foot field house includes a six-lane, 200-meter indoor track, four multipurpose playing courts for basketball, tennis and volleyball, and indoor team practice space for field sports. An extensive selection of weight-training and fitness equipment is available in the fitness center, which was named for Susquehanna parent and friend Dr. Clyde Jacobs and his wife, Alice Ann Patterson '58 Jacobs. The sports and fitness complex, named for former football coach Jim Garrett, also includes indoor racquetball courts, student lounge and study spaces, and *Clyde's Place*, which offers cafe-style dining for lunch and snacks.

*Lopardo Stadium*, a 3,500-seat football and track stadium named for Nicholas A. Lopardo '68, a former member of the university's Board of Trustees and Sports Hall of Fame member, opened in the fall of 2000. The stadium includes an eight-lane, quarter-mile track and is equipped with a high-tech artificial turf surface and lighting for night events. *Stagg Field* is named for Amos Alonzo Stagg Sr., the Grand Old Man of Football, and his son, Amos Alonzo Stagg Jr., professor emeritus of physical education, who co-coached Susquehanna football from 1947-1952. Six all-weather tennis courts are adjacent to the field. The *Harold Bollinger Baseball Field* is located near West Hall, and the *Sassafras Fields* complex serves six varsity sports with a softball field, a multipurpose field with an artificial turf surface and lights, and a multipurpose practice field.

There are additional outdoor campus facilities for rugby and intramural sports.

*Weber Chapel Auditorium*, completed in 1966 and seating 1,500, features a revolving stage with performance facilities on one side and a chancel on the other. It is named in honor of Gustave Weber, university president from 1959-1977. The building includes the *Horn Meditation Chapel*, the *Music Education Center*, the *Dance Studio*, the Office of the Chaplain and two organs—one built by Lynn Dobson and the other a 3,000-pipe, three-manual Möller.

The *Office of Admissions* is located at 514 University Ave., the *Office of Financial Aid* at 512 University Ave., the *Office of University Communications* at 530 University Ave. and the *Office of Alumni Relations* at 504 University Ave.

*Pine Lawn*, constructed in 1929 and expanded and extensively renovated in 2000, is the home of the president of the university.

*The Health Center*, at 620 University Ave. within the Geisinger Susquehanna Clinic, is operated under the direction of the university nurse administrator.

*The George A. Hepner Ecology Laboratory at Camp Karoondinha* includes 600 acres ranging from 600 to 1,800 feet above sea level and featuring deciduous and mixed coniferous forests, an 8-acre lake, Penns Creek, and a series of small streams. The site includes a modern research facility and a variety of habitats.

**Library and Information Technology.** Newly renovated in 2014, the *Blough-Weis Library* is a dynamic teaching, learning and social center on campus. In addition to a wide selection of books, films, music, journals and databases that support classroom learning, the library provides wireless access to the campus network, a wide array of innovative technology and flexible furniture configurations that allow for collaborative or independent work. The library also has a coffee bar, a small theater and numerous study rooms. Susquehanna University's archive, which houses and preserves university history, is located in the library and boasts interesting, historical documents and artifacts that can be studied for academic projects.

Librarians teach many sessions on research sources for classes taught at SU. Reference librarians are available to assist students for many hours during the week, including late hours on weeknights and Sundays. Librarians can be found in person at the reference desk or contacted by phone, email and chat. For patrons needing books or articles that the library does not own, prompt interlibrary loan service is available through the library's membership in several resource-sharing consortia that includes major research universities. All of the library's online databases and journals, as well as ebooks, are available to students and faculty from off campus and can be accessed on traditional computers, as well as mobile devices.

The Office of Information Technology (OIT), located on the lower floor of Seibert Hall, provides comprehensive centralized technology support for all university constituents, including academic departments, administrative offices, students and clubs, prospective students and alumni. The newly upgraded fiber-optic campus network supports more than 3,000 high-speed wired Ethernet connections to all campus buildings, including residence halls. Wi-Fi network access is abundant and widespread throughout the campus. From residence halls or through the use of more than 300 PCs and Macs provided in campus computer labs, students have access to all of the university's rich technology resources, such as laser printers, Blackboard Web services, email, broadband Internet, specialized licensed software, library resources and subscription databases. Antivirus, spam-blocking and identity thief protection are provided and required for every campus computer, including student-owned technology. The OIT also provides campuswide telecommunication services for phones and voicemail, along with wireless solutions, including cell phones and Blackberries. The central data and networking center includes more than 40 servers running the latest in Microsoft, Apple and Linux operating systems connected by a state-of-the-art secure Cisco network core.

**Residence Halls.** Susquehanna has a variety of residence options. All residence halls have sprinkler systems and are provided with monitored fire alarm systems. All halls are also connected to the secure private campus network and have access to high-speed Internet service.

*Hassinger Hall*, dedicated in 1921 and extensively renovated in 1992, is a three-story residence hall. The building was originally erected largely through gifts from the family of Martin Luther Hassinger.

*Smith Hall*, *Aikens Hall* and *Reed Hall* are residence halls originally completed in 1961, 1961 and 1963, respectively. They are named for G. Morris Smith, university president from 1928-1959; Charles T. Aikens, president from 1905-1927; and Katherine Reed, a Susquehanna benefactor. Smith was extensively renovated in 1999 and houses 271 students. Aikens and Reed were renovated between 1990 and 1992, and each houses 150 students.

Other residences include *West Hall*, renovated in 2006 and accommodating about 156 students, and *North Hall*, renovated and expanded in 1998 to house 123 students.

*Shobert Hall*, *Isaacs House* and *Roberts House* in the Sassafras Complex opened in the fall of 1995, offering a townhouse and suite complex for 87 upper-class students. They are named for former chair of the university's board of directors Erle Shobert and his wife, Marjorie; Board Member Emeritus Larry Isaacs and his wife, Louise, former president of the Women's Auxiliary; and the late William Roberts, a distinguished Department of Music faculty member, and his wife, Ruth. A second phase of the Sassafras Complex was completed in the fall of 2001, doubling the size of this residential option, and it has recently been renamed *O'Connor House*, *Ross House* and *March Hall* in honor of three outstanding individuals who served as chairs of Susquehanna's Board of Trustees.

*West Village* is a seven-building complex completed in 2009 that offers suite-style amenities to its residents.

*Liberty Alley* apartments represent a small complex of units that the university purchased in the spring of 2001. These units for upper-class students are located adjacent to campus off University Avenue.

*18th Street Commons* is a new housing option acquired by the university in 2012 that offers more than 90 individual townhouse apartments for upper-class students. These units are fully renovated, including new kitchens and bathrooms. In addition to the apartments, there is a central community building, which houses the Department of Public Safety, as well as laundry facilities and a community center. The site also contains a number of exterior amenities, including multiple patio spaces with outdoor grills.

*The GO House*, located on the west side of campus, houses 23 students who are participating in their cross-cultural immersion experience during the year in which they live in the house.

The university *Scholars' House*, completely renovated and renamed in 1994, provides housing for 23 upper-class students completing scholarly work in a personal area of interest.

Susquehanna also has a number of smaller residences, including the *Presser International House* and the *Writer's House*. In addition, 36 students live in a fraternity house on the west side of campus and other fraternity and sorority houses along University Avenue.

# Admission to Susquehanna

Susquehanna welcomes applications from capable students attracted by the university's exceptional academic programs and extracurricular opportunities. Admission is competitive, and successful candidates will be those who will contribute to and benefit from the total Susquehanna experience.

Susquehanna considers many factors in selecting students. Academic achievement and potential are very important: The admissions staff will review course selection, trends in grades and class rank. Students must graduate from an accredited secondary school, receive a high school equivalency certificate, or transfer in good standing from another college or university.

Students who succeed at Susquehanna typically have completed the following college preparatory courses:

- At least four years of English,
- Four years of mathematics,
- Three years of social science,
- Three or four years of science,
- Two years (preferably three) of one foreign language, and
- Three or more units of electives.

The selection process also pays close attention to other factors. These include the following:

- Standardized test scores, except for students who apply Test Optional (see below),
- The essay,
- Guidance counselor and teacher evaluations,
- Evidence regarding a student's character, leadership and extracurricular activities,
- Musical talent and writing ability for potential music and creative writing majors, and
- Art portfolio submitted by graphic design candidates and studio art candidates.

**Applying as a Test Score Optional Candidate.** Students have the option of submitting a graded writing sample in place of standardized SAT or ACT test scores. Those who choose this alternative should contact the Office of Admissions for advice regarding an appropriate writing sample for evaluation.

**Campus Visits.** Susquehanna encourages prospective applicants to visit the campus if at all possible to learn more about all that is available. The university also strongly recommends a personal interview. The interview is an excellent opportunity for prospective students to share helpful information with a member of the admission committee regarding their academic abilities and co-curricular interests.

The Office of Admissions invites prospective students to meet with a wide range of people in the campus community. The staff will arrange student-led tours and appointments with faculty, financial aid staff, athletic coaches or others upon request. High school seniors may visit overnight and stay in a campus residence hall on selected nights during the academic year. Students who would like to stay overnight should contact the Office of Admissions at least two weeks in advance. This allows time to plan for a student host and to schedule classes and other appointments.

The Office of Admissions is open Monday through Friday year-round and on Saturdays during Susquehanna University's academic year. Please make appointments in advance by emailing or calling the office at 570-372-4260 or 800-326-9672.

High school students who make an official visit to Susquehanna University between March 1 of their sophomore year and May 1 of their senior year will be awarded a \$1,000 campus visit grant, renewable for all four years, when they enroll.

**Alumni and Parent Admissions Network.** Prospective students and their family members may find it helpful to discuss the university with a Susquehanna graduate or the parent of a current or former student. Members of Susquehanna's Alumni and Parent Admissions Network (APAN) can help provide information about current activities and opportunities. Families may request an APAN contact by emailing or calling the Office of Admissions.

## Application for First-Year Student Admission

Applications may be filed at any time after the junior year in high school. For deadlines, visit the admissions website (<http://www.susqu.edu/admissions>).

All candidates must submit the following:

- The application for admission (Susquehanna accepts the Common Application and the Susquehanna Success Application),
- An official secondary school transcript listing senior courses,
- Senior grades when available,
- A guidance counselor evaluation,
- A teacher evaluation from a junior- or senior-level academic course, and
- Results of the SAT, the ACT or a graded writing sample from applicants who apply Test Score Optional.

In addition, the following are encouraged:

- Results of one or more SAT IIs,
- Letters of evaluation from additional teachers, and
- Samples of the applicant's creative work, as appropriate.

**Standardized Tests.** The university urges prospective applicants to take the SAT in their junior year and again by December of their senior year in high school. Students who choose the ACT should take it by December of their senior year.

Susquehanna also advises applicants that SAT II tests are not required but can provide valuable information for admission. Students should complete these tests no later than January of the senior year.

Testing agencies should send results directly to Susquehanna's Office of Admissions. (Susquehanna's test code for the SAT is 2820. The ACT code is 3720.) The university will also accept test scores recorded on official secondary school transcripts. Further information is available from high school guidance offices of Susquehanna's Office of Admissions.

**Early Decision.** Applicants who select Susquehanna as their first-choice college should consider the advantages of Early Decision. Applicants accepted for Early Decision enjoy the benefits of a financial aid package that fully meets their demonstrated financial need, finishing their college search before the holidays, priority attention from the admissions committee and preferential consideration for housing. Applicants may still apply to other colleges as Regular Decision candidates. They must, however, withdraw any other applications and enroll at Susquehanna if they are admitted under the Early Decision program.

The university automatically reviews applications of unsuccessful Early Decision candidates for Regular Decision admission after receipt of additional grades and test scores. In such cases, the applicant is released from the first-choice enrollment commitment.

For more on Early Decision, visit the admissions website (<http://www.susqu.edu/admissions>).

**Early Action.** Susquehanna University offers Early Action for students who know early that they would like to apply to Susquehanna. Early Action is nonbinding, and students are free to apply to other Early or Regular Decision programs if they wish. Applicants admitted under Early Action have until May 1 to accept their offer of admission. Applicants who are not admitted under Early Action may be reconsidered for Regular Decision. For more on Early Action, visit the admissions website (<http://www.susqu.edu/admissions>).

**Graphic Design Major Candidates and Studio Art Major Candidates.** Applicants for admission to the Bachelor of Arts program in graphic design or the Bachelor of Arts program in studio art must also submit a portfolio of art work (five to 12 examples) and a personal statement expressing why they want to study art and graphic design to the art faculty *after* applying to the university. For further information about portfolio preparation and format, please contact the Office of Admissions.

**Honors Program Candidates.** The university selects exceptionally well-qualified students for the Honors Program. This offers a more independent and interdisciplinary approach to learning than the standard curriculum. Admission is competitive and limited. All students who are admitted to Susquehanna are automatically considered for the Honors Program. For additional information about the Honors Program, please contact the Office of Admissions.

**Music Major Candidates.** Applicants for admission to any of the Bachelor of Music degree programs (composition, performance or music education) or the Bachelor of Arts in music degree program must also audition with the Susquehanna music faculty *after* applying to the university. For further information about registration and preparation for the audition, music scholarships or music programs, please contact Music Admissions Coordinator Sara Adams at 570-372-4309.

**Creative Writing Major Candidates.** Applicants for admission to the Bachelor of Arts program in creative writing must also submit a portfolio (eight to 10 pages) of work to the creative writing faculty *after* applying to the university. For further information about portfolio preparation, please contact Professor of English and Creative Writing Gary Fincke at 570-372-4164.

**Early Admission.** Not to be confused with Early Decision, the Early Admission program allows some outstanding students to enter Susquehanna after their junior year in high school. The first year in college then replaces the senior year. For more on Early Admission, visit the admissions website (<http://www.susqu.edu/admissions>).

**Candidate's Reply Date.** Susquehanna uses the National Candidate's Reply Date of May 1 for first-year applicants. A nonrefundable enrollment deposit of \$400 is required by this date. Transfers and successful Early Decision candidates are given separate reply dates in their letters of admission.

**Credit and Exemption by Examination.** Susquehanna recognizes exceptional high school achievement by participating in the Advanced Placement Program of The College Board. Students may earn academic credit and/or exemption from entry-level courses by superior performance on AP examinations. In general, departments award credit for scores of four and five.

As part of an orientation program held on campus during the summer, students with strong skills in foreign language may earn exemption without credit from the university Central Curriculum requirement in this area.

Some academic departments at Susquehanna also grant credit toward graduation for both the general and the subject examinations of the College Level Examination Program (CLEP). Normally, a CLEP score at or above the 50th percentile receives the equivalent of four semester hours of course credit.

Students who earn exemption or credit through examination for a specific course may not subsequently enroll in and receive credit for the same course. They also may not enroll in any lower-level course in the same department without the permission of the department head.

For further information on exemption and placement examinations, please contact the Office of the Registrar at 570-372-4109.

**International Baccalaureate Credit Policy.** Susquehanna University recognizes the intellectual rigor, high academic standards and emphasis on international understanding and responsible citizenship of the International Baccalaureate (IB) program. The IB program is an internationally recognized two-year, comprehensive curriculum overseen by the International Baccalaureate Organization, a nonprofit foundation based in Switzerland. The program is available to students between 16 and 19 years of age at numerous domestic and international secondary schools. Recipients of the IB certificate may receive credit for up to two courses in each subject area for which a higher-level examination score of five or more has been achieved, subject to final confirmation by the appropriate university department. Credit for a higher-level examination score of four will be awarded at the discretion of the appropriate university department. No credit will be awarded for subsidiary level examinations.

## Application for Transfer Admission

The university welcomes applications from prospective transfer students for entrance to either semester. July 1 is the application deadline for transfer admission to the fall semester; Dec. 1 is the deadline for the spring semester. All applicants are expected to be in good academic and social standing at their previous college(s). For more on transfer admission, visit the admissions website (<http://www.susqu.edu/admissions>).

Susquehanna encourages transfers with associate degrees from accredited community and junior colleges. Such candidates should have taken a course of study in the liberal arts that is compatible with Susquehanna's curriculum. The appropriate academic departments or deans make the final decision on the amount of credit granted.

Susquehanna will accept for transfer credit coursework in fields appropriate to Susquehanna's academic mission taken at U.S. institutions accredited by federally recognized, regional accrediting organizations, such as the Middle States Association of Colleges and Schools. Only courses in which a grade of C- or above has been earned are considered for transfer. Susquehanna will not award more transfer credit for a course than the parent institution has assigned to that course.

Susquehanna University has a formal dual admission agreement with Harrisburg Area Community College. Students at

Harrisburg Area Community College should see their transfer adviser for further information.

The admissions committee will evaluate transfer applications after all credentials are on file. The candidate's reply date for successful applicants is stated in the letter of admission.

Transfers become eligible for financial assistance immediately. Further information is available in the costs and financial aid section on page 193 or by calling the Office of Financial Aid at 570-372-4450.

Campus housing requirements for transfers are outlined in the academic regulations section on page 174.

**Midyear Admission.** Susquehanna encourages applications for admission to the spring semester. Accelerated students, midyear high school graduates, transfer students and others holding a high school diploma are eligible. Candidates follow the procedures previously outlined. Applications and supporting documents should be received by Dec. 1 at the latest.

**International Students.** Susquehanna University encourages applications from international students. In addition to the application, candidates must submit two letters of recommendation, an official secondary school transcript including course lists and examination results, the TOEFL, IELTS or CET 4 if English is not the first language, and certification of financial support. SAT results are considered if they are submitted but are not required. International applicants may not request Early Decision or apply as Test Score Optional candidates.

## Special Admission

**Nondegree Candidates.** Students not formally admitted as degree-seeking candidates may enroll in courses as nondegree students with the permission of the registrar. The registrar must approve the nature and amount of coursework based upon the student's prior academic record. Nondegree applicants may be required to provide a transcript of all previous academic work. Students must maintain a cumulative grade point average of 2.0 or higher. If the cumulative GPA falls below this point, the university may refuse permission to pursue further coursework. Enrollment will be on a space-available basis only.

Nondegree students planning to attend the university later as degree candidates should consult the admissions staff. This should be done as early as possible to assure proper guidance and to complete the admission process. Nondegree students who have completed 12 semester hours of coursework and who intend to become degree candidates must declare their intention and be properly advised before continuing to enroll in courses at Susquehanna. Students planning to transfer Susquehanna credits elsewhere should obtain prior clearance from the academic dean or registrar of the receiving institution.

Nondegree students are subject to all rules and regulations of the university. They will be graded on the same basis as degree candidates, and the registrar will maintain a permanent academic record of all courses attempted or completed. If a student enters the university as a nondegree student and later becomes a degree candidate, the grades earned as a nondegree student are included in the GPA.

**Summer Session.** Susquehanna's four-week intensive summer session and seven-week regular summer session offer a variety of courses. A list of the summer session courses is posted online early in the spring semester. Recent high school graduates who have been admitted to other colleges may enroll in the summer session. They should confer in advance with the college they plan to attend to make certain the credit earned will be transferable. Summer session candidates who plan to earn a Susquehanna degree must first have their applications approved by the Office of Admissions.

Qualified students who have completed the junior year of high school may enroll in summer session credit courses. Candidates should provide a letter of recommendation from their high school guidance counselors. All students who wish to enroll in the summer session should apply through the Office of Event Management.

# Costs and Financial Aid

The investment in a college education is one of the major financial decisions facing students and their families. The university works actively to keep the cost of a Susquehanna education as low as possible while maintaining high educational quality. Each year the university makes deliberate efforts to control expenses while continuing to build excellence in faculty, programs, student services and facilities.

Attracting talented students is also a priority. Susquehanna University seeks a student body that is diverse—culturally, geographically, racially and economically—for the benefit of the entire campus community. The university’s financial aid program is a major resource in reaching this goal.

Susquehanna provides a broad-based program of financial aid in the form of scholarships, grants, loans and student employment to assist students and their families.

In addition to direct financial aid, the university also subsidizes all students indirectly. The expenditures required to educate and serve students are significantly higher than the income from tuition and fees. For every \$85 Susquehanna receives from students, the university spends an additional \$15 raised from gifts and grants, investment and endowment income, and other sources.

For further information about financial aid, see the financial aid section on page 195 or call the university’s Office of Financial Aid at 570-372-4450.

## Costs

The University Board of Trustees sets rates for tuition and fees annually, usually by mid-February for the following year. Rates are subject to change.

### Fees for the 2014–15 Academic Year

	semester	year
Tuition (12 or more semester hours)	\$19,915	\$39,830
Traditional Room Fee (double occupancy)	2,825	5,650
Meal Plan	2,575	5,150
Mandatory Student Activity Fee	130	260
Mandatory Health Fee	130	260
<b>Total</b>	<b>\$25,575</b>	<b>\$51,150</b>

### Special Fees

Single-room fee (per semester)	\$3,400
Tuition per semester hour	\$1,265

(part-time)	
Teacher Intern per semester hour	\$410
Audit fee per semester hour	\$565
Student deposit	\$100
Late-registration fee	\$25
Late-course change fee	\$25
Music lessons (one half hour per week)	\$310

Late-payment fee: 1.5 percent per month on the unpaid balance, including accumulated interest

The annual tuition permits a student to take 12 or more semester hours each semester. Students who take fewer than 12 semester hours in a single semester pay \$1,265 per semester hour instead of the full tuition.

Student activity and health fees are mandatory for all full-time enrolled students and are not refundable if the student withdraws (please refer to refunds policy later in this section).

Students and their families should plan for the costs of textbooks, as well as additional personal costs, including laundry, supplies, transportation, organizational dues and spending money.

**Late Payment Fee.** A late payment fee of 1.5 percent per month is charged on past-due balances. A past-due balance is the previous balance less any payments received during the month and does not include current month charges. The university will waive late charges for pending financial aid (**not including campus employment awards—Federal Work Study**) processed by the Susquehanna University Office of Financial Aid before payment due dates. Students are responsible for payment of all costs, including collections fees and attorney fees, incurred by the university in collecting balances.

**Other Fees.** Additional fees may be charged for individual courses. Students pay an additional \$310 per semester for individual music lessons (one-half hour per week) that are not required to complete their degree. Music fees are posted to student accounts by the end of September for the fall semester and the end of February for the spring semester.

**Payments.** The fall semester payment is due by July 31, 2014. The spring semester payment is due by Jan. 5, 2015. Questions concerning this policy should be addressed to the Business Services Office.

**The Business Services Office partnered with Heartland Campus Solutions ECSI to electronically provide monthly statements to students.** Students will receive an email from SU\_statement@susqu.edu detailing the process for accessing their student statement. Students can authorize up to four additional email addresses to receive e-bill notifications. Students receiving financial aid are not exempt from payment of enrollment deposits, student activity fees or health fees by the dates prescribed.

Online payments by e-check or credit card can be made at [www.susqu.edu/payonline](http://www.susqu.edu/payonline) or remittance may be made by check, payable to Susquehanna University, and addressed as follows:

Business Services Office  
 Susquehanna University  
 P.O. Box 116  
 Selinsgrove, PA 17870-0116

Funds from federal Title IV financial aid programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal TEACH Grant, Federal Perkins Loan, Federal Direct Loan and Federal Direct PLUS Parent Loan for Undergraduate Students) are the first credits applied against a student's charges, regardless of the order in which funds are actually received.

Students are able to view tuition account information via "My Account Summary" on mySU.

Students whose accounts have not been paid in full may not register for or attend class. No student will receive any degree or transcript until all financial accounts with the university have been paid in full. Failure to meet financial obligations will result in denial of registration privileges and participation in the campus housing lottery and/or the withholding of transcripts and diplomas, as well as the potential incurrence of collection and legal costs. Students will be notified by the bursar of denial to participate in the privileges listed above. An appeal process is available. A student wishing to appeal the denial of privileges listed should mail a letter of appeal to Vice President for Finance, Susquehanna University, 514 University Ave., Selinsgrove, PA 17870. Any appeal must be in writing and be received no later than Oct. 10, 2014, for spring 2015 registration and Feb. 27, 2015, for fall 2015 registration.

Students who have questions about payments should call the university Business Services Office at 570-372-4060.

**Deposits.** The university requires a \$400 nonrefundable deposit to confirm a student's first-year enrollment at Susquehanna. The admission acceptance letter specifies when this deposit is due. The university credits \$300 to the student's first semester bill and \$100 to the student deposit account (returned at the end of student's stay, net of any charges).

**Payment Plans.** To assist families with the payment of fees and to minimize families' loan amounts, the university offers a monthly payment plan service through an outside firm, Heartland Campus Solutions ECSI. The university itself does not offer an internal installment payment plan and encourages all families to make payment arrangements well in advance of each school year to avoid late fees, registration problems and other issues.

The ECSI plan is not a loan. The ECSI plan allows families to budget their expenses over 10 or 12 months. There is an annual enrollment fee of \$50. Information about the ECSI monthly payment plan is sent to all families each summer. Further

information is also available by calling ECSI at 866-927-1438 or visiting the ECSI website at [www.ecsi.net/susquehanna](http://www.ecsi.net/susquehanna).

**Housing Policy.** Susquehanna requires all students to live in university housing and purchase the university meal plan unless they are commuting from their family home, are 23 years of age or older, are married and residing with a spouse, or have a child with whom they reside. After the residence halls have been filled, Susquehanna may grant permission for off-campus housing to a limited number of upper-class students. Further information and applications are available from the Office of Residence Life at 570-372-4133.

**Meal Plan Policy.** The university requires all students living in university-owned housing to participate in the full meal plan. The only exception applies to those residents living in the Liberty Alley or the 18th Street Commons complex for whom the full meal plan is optional. Students under a doctor's care who have special nutritional needs should contact the Office of Residence Life at 570-372-4133.

**Refund Policy for 2014-15.** This policy applies to all student withdrawals. Room charges are not refundable. Students who leave the university will receive a refund of tuition and meal plan as follows:

Fall 2014	Spring 2015	Refund
On or before Aug. 25	On or before Jan. 12	100 percent
Between Aug. 26 and Sept. 5	Between Jan. 13 and Jan. 23	90 percent
Between Sept. 6 and Sept. 22	Between Jan. 24 and Feb. 9	50 percent
Between Sept. 23 and Oct. 20	Between Feb. 10 and March 8	25 percent

No refund will be calculated or made to any student who is suspended or dismissed from the university after the first day of classes in a semester for any reason, including academic dismissal.

**Federal Title IV Refund Policy.** The Office of Financial Aid is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence before completing 60 percent of a payment period or term.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formulas:

*The percentage of a payment period or term completed =  $\frac{\text{the number of days completed up to the withdrawal date}}{\text{the total days in the payment period or term}}$ . (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.*

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

*Aid to be returned = (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.*

If a student earns less aid than was disbursed, the university is required to return a portion of the funds, and the student is required to return a portion of the funds. When Title IV funds are returned, the student and/or parent borrower may owe a balance to the university.

If a student earns more aid than was disbursed, the university is required to make to the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Perkins Loans
- Federal Direct Parent PLUS Loans
- Federal Pell Grants, for which a return of funds is required
- Federal Supplemental Opportunity Grants, for which a return of funds is required
- Federal TEACH Grants, for which a return of funds is required.

**Requesting a Refund.** To obtain a refund, a student must notify the Office of the Registrar in writing that he or she is officially withdrawing and provide the last date of class attendance. The form used to notify the university officially may be obtained at the Office of the Registrar. Mere absence from classes does not reduce a student's financial obligation or guarantee that the university will not record a final grade. Note that room charges and student activity and health fees are nonrefundable after classes have commenced.

**Optional Insurance.** Parents and students can purchase an insurance policy from A.W.G. Dewar Inc. that will reimburse them up to 75 percent of the tuition, room, meal plan, health fee and student health fees that are not refundable under the Susquehanna Refund Policy if the student must withdraw because of medical reasons. Complete details and enrollment forms for this optional coverage are mailed by the university to the student's billing address during the summer.

**Release of Transcripts.** Academic transcripts will only be released after all financial obligations to the university have been met. This includes but is not limited to obligations for tuition, room, meal plans, miscellaneous fees and interest. Students who have established payment arrangements with the university may

continue to pay under those arrangements, but *official documents will be released only after payment in full is received.*

**Eligibility and Appeals.** The university bursar is the administrator responsible for determining a student's eligibility for a credit or refund. Appeals based on special individual circumstances should be addressed first to the manager of financial services and then to the vice president for finance, if necessary.

**Health and Accident Insurance.** The university requires health and accident insurance for all full-time students under a blanket coverage policy. The policy ensures liberal benefits at modest cost (\$260) for the entire 2014–15 year. Part-time students are not eligible for coverage under this policy. Each full-time student receives a brochure outlining the insurance program when arriving on campus. Students and parents should direct questions regarding coverage and claims status to the plan administrator, ELCA Risk Management Inc., at 312-648-0914, ext. 213.

**Personal Property Insurance.** The university does not carry insurance on the personal property of students and is not responsible for the loss or damage to such property. Susquehanna recommends that such coverage be included in students' own personal property insurance.

**Exclusion from the University.** The administration reserves the right to exclude at any time students whose conduct or academic standing it regards as undesirable without assigning any further reason. In such cases, the charges due or paid in advance to the university will not be refunded in whole or in part. Neither Susquehanna nor any of its officers shall be under any liability whatsoever for such exclusion.

## Financial Aid

The financial aid program at Susquehanna seeks to put educational expenses within the reach of qualified admitted students. Although the family is considered the first resource, financial aid is often available from a variety of sources. In comparing colleges, families should carefully consider the long-term benefit of their educational and financial investments.

Most financial aid goes to full-time students who do not have adequate resources to meet university expenses. The university awards funds on the basis of demonstrated financial need. Susquehanna also awards scholarships, which recognize the outstanding academic achievement and special talent of students regardless of their financial need.

The university uses a standard and consistent method to measure the ability of families to pay for educational costs. Federal and state programs, developed to equalize educational opportunity, also require that a student's financial need be determined in a systematic manner.

**Application Procedures.** To apply for financial aid, all applicants complete the Free Application for Federal Student Aid (FAFSA). Early Decision candidates will be required to complete the College Scholarship Service Profile form to receive an earlier financial aid award. All forms should be completed *as early as possible*, with the understanding that the FAFSA can only be filed after Jan. 1. The FAFSA can be filed electronically at [www.fafsa.gov](http://www.fafsa.gov). The CSS Profile is available at <http://student.collegeboard.com/css-financial-aid-profile>. Susquehanna's school codes for financial aid applications are: FAFSA—003369; and CSS Profile—2820.

Susquehanna will not make financial aid awards prior to admission; however, students should not wait for an admission decision to begin the financial aid application process. Financial aid applicants are also required to provide a signed copy of the student's and parents' prior year federal income tax returns. The Office of Financial Aid will request other supplemental information as needed. For further information about financial aid procedures, please refer to the university's financial aid website or contact the Office of Financial Aid at 570-372-4450.

**Financial Aid Awards.** Susquehanna awards financial aid in packages. Combinations may include scholarships, grants, loans and employment. The university expects students to help pay educational costs through savings, work, borrowing and scholarships from outside sources. Financial aid is awarded on a yearly basis; students need to reapply every year to be considered for aid administered by the university. Financial aid is ordinarily limited to a maximum of eight academic semesters.

**Eligibility.** Most types of financial aid are available only to full-time degree candidates. Certain federal and state grant and loan programs are available to degree students enrolled at least half-time. Pell Grants may be available to students who enroll at less than half-time status. Students who receive state aid typically are required to earn at least 24 semester hours of credit toward graduation each academic year. To remain eligible for aid from federal and institutional sources, students must also meet minimum standards of satisfactory academic progress as defined by the university and the appropriate loan or grant-awarding agency.

Minimum satisfactory academic progress for receiving financial aid at Susquehanna is defined as follows:

1. Earning credit in increments that will permit the student to graduate in no more than 12 semesters of full-time study.  
Note: Susquehanna University-funded aid is available for a maximum of eight semesters.
2. Demonstrating the minimum cumulative GPA levels as follows:

End of Semester	Minimum Cumulative GPA	Minimum Credits Attempted
# 2	1.50	22
# 4	1.60	44
# 6	1.70	66

# 8	1.80	88
#10	1.90	110
#12	2.00	130

The Office of Financial Aid measures academic progress at the end of each enrolled term. Students must complete 67 percent of their cumulative attempted credit hours as transcribed by the Registrar's Office. Students who do not complete successfully the minimum number of credits *or* who do not achieve the minimum cumulative grade point average will be placed on financial aid warning. Repeated courses in which the student has previously earned a passing grade do not count in the total number of credits completed. Withdrawal from any course after the add/drop period for that term will negatively impact the percentage of coursework completed.

A second consecutive term of failure to meet the minimum requirements will result in suspension of further financial aid.

The Office of Financial Aid will notify students of warning or suspension of aid. Students have the option to appeal these decisions and should put their requests in writing (using the appeal form available from the financial aid office) to the vice president for enrollment management at least two weeks before the term for which the exception is sought.

Students already enrolled and seeking financial assistance must also meet eligibility standards before receiving financial aid.

## Grants and Scholarships

Grants and scholarships are gift aid and do not require repayment. Application information can be obtained from the Office of Financial Aid.

- *Susquehanna University Grants:* This program of institutional financial aid is funded by the university and awarded on the basis of financial need.
- *University Assistantships:* Five new students receive these awards, which include a professional work experience (10 hours a week on average) with a member of the university faculty or administrative staff acting as a mentor. Renewable annually.
- *Valedictorian/Salutatorian Scholarships:* These are awarded to students who rank first or second in their high school classes in a demanding academic program.
- *Degenstein Scholarships:* The Charles B. Degenstein Scholars Program provides annual scholarships to exceptionally able new students intending to major or minor in programs within Susquehanna's Sigmund Weis School of Business. Renewable annually.
- *Presidential Scholarships:* These scholarships, renewable annually, are awarded on a competitive basis to new students

who have demonstrated superior academic achievement and personal promise.

Other Susquehanna scholarship awards include the following:

- *Alumni Scholarships*: Awards of \$2,000 annually are available each year to first-time enrolling children, stepchildren or grandchildren of alumni of the university. Renewable for a total of eight semesters.
- *Richard R. Green Memorial Scholarships*: Awarded to academically talented students to create a more diverse student body, these scholarships depend on academic ability and financial need. Renewable annually.
- *The Lawrence M. and Louise Kresge Isaacs Endowment for Music*: This endowment provides up to \$20,000 annually to an outstanding music major on the basis of an audition with the music faculty and demonstrated academic achievement. Renewable.
- *Music Scholarships*: These \$1,000 to \$5,000 scholarships, renewable annually, are awarded to new students on the basis of competitive music scholarship auditions. They are awarded in three categories—keyboard, voice and band/orchestral instruments—to music majors and selected nonmajors.
- *Dean's Scholarships*: Awarded in recognition of strong academic achievement combined with outstanding extracurricular achievement, leadership or volunteer service, these awards are renewable annually.
- *Transfer Student Scholarships*: Awarded to students transferring to Susquehanna, these renewable awards range up to \$15,000 annually. Recipients are chosen on the basis of outstanding academic achievement at the collegiate level.
- *Susquehanna International Student Scholarships*: Awarded to international students on the basis of academic ability and potential for contribution to campus life, these scholarships are renewable on an annual basis.
- *Tuition Exchange*: Susquehanna participates in this program along with more than 400 other (mostly) private colleges and universities. Through tuition exchange, children of employees at participating institutions may be eligible to receive a partial tuition waiver at Susquehanna. If either parent is a full-time faculty or staff member at a four-year college or university, the student should contact the school's human resources office for further information about eligibility. Five new scholarships are available each year.
- *Ministerial Grants*: Dependent children of ordained Lutheran clergy are awarded \$2,500 per year regardless of need. Those who demonstrate need are also considered for other types of financial aid.

**Other Endowed and Restricted Awards.** Interest income from the university's endowment provides other grants and loans for Susquehanna students. These funds are thoughtfully and generously provided by alumni and other friends of the university. **Unless otherwise indicated, all awards** are based on demonstrated need, in combination with other criteria, as listed in the university catalog, and are awarded through the Office of Financial Aid.

## State and Federal Grant and Loan Programs

All financial aid applicants are required to apply for state and federal grants in addition to applying for Susquehanna financial aid.

- *State Grants*: The Pennsylvania Higher Education Assistance Agency (PHEAA) awards grant funds annually to Pennsylvania residents. Connecticut, Delaware, Massachusetts, Ohio, Rhode Island, Vermont, the District of Columbia and West Virginia also make grant aid available to their residents attending out-of-state colleges. Information can be obtained by writing the State Scholarship Agency in the capital city of each state. State grants are based on demonstrated need. Recipients must complete 24 semester hours annually to be eligible for renewal. Available for a maximum of eight semesters.
- *Federal Pell Grants*: This student aid source takes the form of grants ranging up to \$5,730 per year. Awards are based on demonstrated need and are available up to a maximum of 12 semesters.
- *Federal Supplemental Educational Opportunity Grants (SEOG)*: This program was established by the federal government to provide grants for students with exceptional financial need.

## Loans to Students and Parents

Loans to students and parents are a form of self-help with low interest rates and extended repayment periods. Loans made directly to students are usually payable after leaving the university.

- *Federal Perkins Loans*: In cooperation with the federal government, Susquehanna has established a Perkins Loan fund. Borrowers are required to repay the loan, plus 5 percent per annum simple interest on the unpaid balance, over a period beginning nine months after the date on which the borrower ceases to be enrolled at least half-time. No interest accrues until repayment begins. Based on need.
- *The Federal Subsidized Direct Loan Program* enables students to borrow directly from the federal government.

First-year students may borrow a maximum of \$3,500 annually. Sophomores may borrow up to \$4,500. Juniors and seniors may be eligible to borrow as much as \$5,500 per year. The federal government pays the interest on any subsidized loan while the student is enrolled. The student begins to repay the loan plus interest six months after leaving school; however, as of July 1, 2012, interest will accrue on these loans upon graduation. Based on need.

- *Federal Unsubsidized Direct Loans:* Students who are not eligible for the federally subsidized, need-based loan may be eligible to borrow up to the Direct Loan annual maximums from this program. The interest rate on this loan is fixed at 4.66 percent as of July 1, 2014, and will be reset annually by July 1. There is no payment due on the principal amount until six months after the borrower is no longer enrolled at least half-time. However, borrowers are obligated to make quarterly interest payments throughout the in-school period or add accumulated interest to the principal balance at the time repayment begins.
- *Direct Parent Loan for Undergraduate Students (PLUS):* Parents and stepparents may apply directly to the federal government to borrow an amount up to the annual cost of attendance less financial aid. The interest rate is fixed at 7.21 percent and the loan has a 4.288 percent origination fee as of July 1, 2013, and will reset annually based on the 10-year T-bill. Not need based. Interest may be tax deductible, based on income level.
- *Private Education Loans:* There are a variety of private loans for education that are available to Susquehanna students. Students and their families are best advised to pursue federal education loans first, since they usually carry lower and often tax-deductible interest. However, for families who wish to handle additional borrowing through a private program, university staff is available to help sort through the options and evaluate which loan may make sense for a particular situation. Because these loans are nonfederal, in most cases there is no cap on interest rates, and they are subject to quarterly interest adjustments. Information and application materials are available by contacting the Financial Aid Office or visiting [www.susqu.edu/privateloans](http://www.susqu.edu/privateloans). It is strongly recommended that students and their families refrain from responding to solicitations without conferring with the university's financial aid staff.

## Campus Employment

Campus employment provides a form of self-help that allows students to earn a portion of their educational expenses. The Office of Financial Aid works individually with students desiring to secure on-campus or local off-campus employment.

*Federal Work Study (FWS)* provides on-campus jobs for qualified students. Students receive direct deposit to a designated bank account for work performed in the previous pay period. Based on demonstrated need and awarded by the Office of Financial Aid.

*Campus Student Employment* is a program in which a more limited number of students are employed on the basis of special skills. Not based on need. Students should contact the Financial Aid Office for additional information.

## Army Reserve Officers Training Corps

The Army Reserve Officers Training Corps offers financial aid in several forms to Susquehanna students.

Scholarships are available on a competitive basis to qualified first-year students and sophomores. Scholarships pay up to the full cost of tuition and fees, plus up to \$1,200 for books and a monthly stipend (monthly amount depending on class year) during the academic year. The ROTC detachment is located at Bucknell University and can be reached at 570-577-1246.

## Veterans

The Commonwealth of Pennsylvania has approved Susquehanna to provide education under the public laws pertaining to veterans, reservists and the children of armed forces personnel who lost their lives in the service of their country. Candidates should present certificates of eligibility and entitlement before registration. Veterans who come to the university without the appropriate certificates may apply after arrival through the Office of the Registrar.

To be eligible for full veterans' benefits, a student must be a degree candidate in good academic standing and carry at least 12 semester hours in each of the two semesters of an academic year. Veterans must notify the assistant registrar of re-enrollment at the beginning of each semester and of any course dropped later.

Susquehanna is a participant in the Yellow Ribbon GI Education Enhancement Program. The Yellow Ribbon program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning in the United States to voluntarily enter into an agreement with the Veterans Administration (VA) to fund expenses up to \$20,235.02 for the 2014-15 academic year. The institution can contribute up to 50 percent of any remaining tuition, and the VA will match

the same amount as the institution. Contact the Office of the Registrar for information on Susquehanna's participation in the Yellow Ribbon program.

# Directories

*Directories are current as of May 2014, unless indicated otherwise.*

## Board of Trustees

### Officers

**John R. Strangfeld Jr. '75**, *Chair*

**Signe S. Gates '71**, *Vice Chair*

**Dawn G. Mueller '68**, *Vice Chair*

**Peter M. Nunn '57**, *Vice Chair*

**John A. Carpenter**, *Secretary*

**Frank J. Trembulak '69, P'93**, *Treasurer*

**Michael A. Coyne**, *Assistant Treasurer/Assistant Secretary*

**James A. Keller**, *Saul Ewing LLP, University Counsel*

## Executive Committee

**John R. Strangfeld Jr., '75**, *Chair*

**Signe S. Gates '71**, *Vice Chair*

**Sidney Apfelbaum**

**John A. Carpenter**

**Mary Cianni**

**Kathi Stine '76 Flack, P'05 '09**

**Barry R. Jackson '68**

**Frank J. Leber '64**

**L. Jay Lemons**, *President*

**Dawn G. Mueller '68**

**Peter M. Nunn '57**

**Harold C. O'Connor**

**Sandra M. Rocks '75 P'05**

**Edward R. Schmidt '69**

**James W. Summers '64**

**Frank J. Trembulak '69, P'93**

## Trustees Emeriti

**John B. Apple**, Northumberland, Pa.

**Gary E. Baylor '69**, Lewisburg, Pa.

**Richard E. Caruso '65**, Villanova, Pa.

**Joel L. Cunningham H'00**, *President Emeritus*, Sewanee, Tenn.

**William C. Davenport '53**, Palmyra, Pa.

**W. Donald Fisher '51**, Sarasota, Fla.

**William A. Gettig H'03**, Spring Mills, Pa.

**Gail Short Hanson P'97**, Washington, D.C.

**Gloria F. Karchner**, Selinsgrove, Pa.

**Raymond C. Lauver '50, H'07**, Chapel Hill, N.C.

**Marsha A. Lehman '74**, Knoxville, Tenn.

**The Rev. Dr. Howard J. McCarney**, Camp Hill, Pa.

**Saul Putterman**, Selinsgrove, Pa.

**Samuel D. Ross Jr. '54**, Carlisle, Pa.

**Robert F. Weis H'92**, *Vice Chair Emeritus*, Sunbury, Pa.

## Ex Officio

**L. Jay Lemons**, Selinsgrove, Pa., *President, Susquehanna University*

## Advisory Member

**Seward Prosser Mellon '65, H'93**, Ligonier, Pa., *President, Richard K. Mellon Foundation*

## Term Expires 2015

**John A. Carpenter**, Northumberland, Pa., *Attorney at Law, Carpenter & Carpenter*

**Linda Fetterolf P'95**, Somerset, Pa., *Vice President and Secretary, Don and Linda Fetterolf Foundation (Allegheny Synod Representative)*

**Bruce M. Ficken '70**, Philadelphia, Pa. *Partner/Attorney, Pepper Hamilton LLP*

**Robert L. Gronlund**, Lewisburg, Pa., *Chief Executive Officer, Wood-Mode Incorporated*

**Barry R. Jackson '68**, Annapolis, Md., *Principal, Portshire Inc.*

**William A. Lewis Jr. '68**, Chevy Chase, Md., *Retired Deputy Director, Office of Civil Rights and Diversity, U.S. Department of Energy*

**George Liberopoulos '86**, Garden City, N.Y., Retired Managing Director, Global Securities Services, Goldman Sachs & Company

**Peter M. Nunn, '57**, New Holland, Pa., Retired Partner, Coopers & Lybrand

**Joe Palchak '71**, Marshall, Mich., Retired President, Vehicle Group, Eaton Corporation

**John Rehm '15**, Turbotville, Pa., Student, Susquehanna University

**David Steinau**, Selinsgrove, Pa., Associate Professor of Music, Susquehanna University (Faculty Representative)

## Term Expires 2016

**Sidney Apfelbaum**, Northumberland, Pa., Attorney at Law, Apfelbaum, Apfelbaum and Apfelbaum

**Kathi S. Stine '76 Flack P '05 '09**, Dallas, Pa., Civic Leader

**Signe S. Gates '71**, Wilton, Conn., Retired Senior Vice President, General Counsel and Corporate Secretary, Barnes Group, Inc.

**Kelly Jockwer '16**, Metuchen, N.J., student, Susquehanna University.

**Douglas Kniss '80**, Columbus, Ohio, Professor of Obstetrics and Gynecology and Biomedical Engineering and Director, Laboratory of Perinatal Research, The Ohio State University

**Jeffrey A. Roush '71 P'12**, Sammamish, Wash., Principal, Martin Smith, Inc.

**Matthew Rousu**, Selinsgrove, Pa., Professor of Economics, Susquehanna University (Faculty Representative)

**James Stowe P'13**, Montgomery Village, Md., Director, Montgomery County Office of Human Rights

**Frank J. Trembulak '69 P '93**, Danville, Pa., Executive Vice President, Chief Operating Officer, Geisinger Health System and Chief Operating Officer, Geisinger Health Plan

## Term Expires 2017

**Robert Buckfelder '77**, Charlotte, N.C., Investor, Integrated Broadband Services

**Mary Cianni**, New York, N.Y., Principal, Towers Watson

**Frank J. Leber '64**, Mechanicsburg, Pa., Of Counsel, Rhoads & Sinon LLP

**Dawn G. Mueller '68**, Richmond, Va., Retired Physician and Faculty Member, Virginia Commonwealth University School of Medicine

**Edward R. Schmidt '69**, Fishers, Ind., President, Silver Creek Partners LLC

**William E. Sordoni '97**, Forty Fort, Pa., Sordoni Construction Services Co.

## Term Expires 2018

**Alan M. Bennett '72**, Madison, Conn., Retired President and CEO, H&R Block, Inc.

**The Rev. Shawn Berkebile '05**, Abbotstown, Pa., Pastor, St. John's Lutheran Church (Lower Susquehanna Synod Representative)

**Salvatore D. Fazzolari P'06, P'07, P'11**, Mechanicsburg, Pa., Former Chairman and Chief Executive Officer, Harsco Corporation

**Lois Martin '90**, Belleville, Pa., Intentional Interim Pastor, St. Matthew's Lutheran Church (Upper Susquehanna Synod Representative)

**Harold C. O'Connor**, State College, Pa., Retired President and Chief Executive Officer, Chemcut Corporation/Schering AG

**Jack Ohle**, St. Peter, Minn., Retired President, Gustavus Adolphus College

**Martin Ortenzio '83 P'10**, Cockeysville, Md., Chief Executive Officer, Select Rental Corporation

**Martin Pinter '98**, Mount Bethel, Pa., Director of Strategic Sourcing, Northeast Division, Oldcastle Materials Group

**Bonnie Bucks '65 Reese P'93**, Ann Arbor, Mich., Professor and Chairperson Emerita, Department of Advertising, Public Relations and Retailing, Michigan State University.

**Sandra M. Rocks '75, P'05**, New York, N.Y., Counsel, Cleary Gottlieb Steen & Hamilton LLP

**John R. Strangfeld Jr. '75**, Bernardsville, N.J., Chairman and Chief Executive Officer, Prudential Financial, Inc.

**James W. Summers '64**, Avalon, N.J., Retired Senior Vice President, Finance and Administration, ARAMARK Corp.

## Administration and Faculty Emeriti

Dates in parentheses indicate the first year of service and year current position became effective.

**Dorothy M. Anderson**, *Dean of Students Emeritus*; B.A. 1962, Susquehanna University; M.A. 1964, Syracuse University. (1967, 2002)

- George C. Boone**, *Professor Emeritus of Biology*; B.S. 1960, Lock Haven University; M.A. 1963, University of Kansas; Ph.D. 1978, West Virginia University. (1963, 2003)
- Robert L. Bradford**, *Professor Emeritus of Political Science*; B.A. 1957, Colgate University; M.A. 1958, Ph.D. 1965, Yale University. (1963, 1993)
- Frank S. Chase**, *Associate Professor Emeritus of Sociology*; Ph.B. 1949, M.A. 1966, University of Chicago. (1970, 1993)
- Joel L. Cunningham**, *President Emeritus*; B.A. 1965, University of Tennessee at Chattanooga; M.A. 1967, Ph.D. 1969, University of Oregon. (1979, 2000)
- Galen H. Deibler**, *Professor Emeritus of Music*; B.Mus. 1953, New England Conservatory of Music; B.Mus. 1954, M.Mus. 1955, Yale School of Music. (1959, 1993)
- Bruce C. Evans**, *Associate Professor Emeritus of Political Science*; B.A. 1961, Purdue University; M.A. 1965, Indiana University. (1967, 2001)
- Hans Eugene Feldmann**, *Professor Emeritus of English*; B.A. 1962, Hofstra University; M.A. 1965, Ph.D. 1974, University of Maryland. (1969, 1999)
- Patricia Berg Fishbein**, *Catalog Librarian Emeritus*; B.A. 1961, Pennsylvania State University; M.L.S. 1971, State University of New York College at Geneseo. (1971, 2009)
- Warren L. Fisher**, *Professor Emeritus of Economics*; A.B. 1967, Lycoming College; M.A. 1968, Ph.D. 1973, University of Connecticut. (1988, 2003)
- Kenneth O. Fladmark**, *Professor Emeritus of Management*; B.A. 1948, Augustana College (S.D.); M.Litt. 1949, University of Pittsburgh; Ph.D. 1969, Pennsylvania State University. (1961, 1992)
- Frank William Fletcher**, *Charles B. Degenstein Professor Emeritus of Environmental Science*; B.A. 1959, Lafayette College; Ph.D. 1964, University of Rochester. (1962, 1999)
- John E. Fries**, *Associate Professor Emeritus of Music*; B.S. 1961, Susquehanna University; M. Mus. 1962, Indiana University. (1966, 1986)
- Warren H. Funk**, *Professor Emeritus of Philosophy*; B.A. 1965, St. Olaf College; B.D. 1969, Luther Theological Seminary; Ph.D. 1981, Columbia University. (1995, 2011)
- George Robinson Futhey**, *Professor Emeritus of Economics*; B.S. 1954, M.S. 1955, Ohio State University; Ph.D. 1960, Pennsylvania State University. (1960, 1986)
- Gerald R. Gordon**, *Professor Emeritus of History*; B.A. 1959, M.A. 1961, Ph.D. 1967, University of Maine. (1962, 1997)
- Fred A. Grosse**, *Professor Emeritus of Physics*; B.S. 1955, Muhlenberg College; M.S. 1957, Ph.D. 1966, Lehigh University. (1960, 2012)
- Kathleen Gunning**, *Director Emeritus, Blough-Weis Library*; B.A. 1969, Brown University; M.L.S. 1974, University of Rhode Island. (1994, 2013).
- James M. Handlan**, *Associate Professor Emeritus of Mathematics*; B.S. 1962, Virginia Polytechnic Institute; M.A. 1967, West Virginia University. (1967, 2006)
- Donald J. Harnum**, *Director Emeritus, Athletics and Physical Education*; B.S. 1962, University of Maine; M.Ed. 1964, University of Delaware. (1969, 2003)
- Carol Jensen Harrison**, *Assistant Professor Emeritus of Mathematics*; B.A. 1962, Wartburg College; M.A. 1965, University of Nebraska. (1967, 2005)
- Susan M. Hegberg**, *Professor Emeritus of Music*; B.Mus. 1966, St. Olaf College; M.Mus. 1968, University of Michigan; Mus.D. 1978, Northwestern University. (1980, 2007)
- David C. Henry**, *Director Emeritus, Facilities Management*. (1979, 2010)
- Randall W. Hines**, *Professor Emeritus of Communications*; B.A. 1969, M.A. 1974, Kent State University; M.Div. 1975, Bethel Theological Seminary; Ph.D. 1990, Texas A&M University. (2002, 2013)
- Donald D. Housley**, *Charles B. Degenstein Professor Emeritus of History*; B.A. 1962, Houghton College; M.A. 1964, University of Connecticut; Ph.D. 1971, Pennsylvania State University. (1967, 2003)
- Barbara A. Lewis**, *Associate Professor Emeritus of Psychology*; B.A. 1971, University of Rochester; M.S. 1972, Ph.D. 1978, Purdue University. (1979, 2014)
- Valerie A. Livingston**, *Associate Professor Emeritus of Art History*; B.A. 1977, University of South Florida; M.A. 1980, Florida State University; Ph.D. 1989, University of Delaware. (1990, 2011)
- John H. Longaker Jr.**, *Professor Emeritus of History*; B.A. 1950, Lafayette College; M.A. 1951, Ph.D. 1970, University of Pennsylvania. (1962, 1993)
- George O. Machlan**, *Professor Emeritus of Accounting*; B.S. 1962, M.S. 1966, Pennsylvania State University. (1966, 2006)
- John Peter Magnus**, *Associate Professor Emeritus of Music*; B.A. 1951, M.S. 1952, Juilliard School of Music. (1960, 1990)
- Leona Martin**, *Professor Emeritus of Spanish*; B.A. 1959, Wellesley College; M.A. 1965, 1969, Michigan State University; Ph.D. 1990, Pennsylvania State University. (1982, 2014)
- Thomas F. McGrath**, *Professor Emeritus of Chemistry*; B.S. 1950, Franklin and Marshall College; Ph.D. 1954, University of Pittsburgh. (1963, 1992)

**Marian E. McKechnie**, *Associate Professor Emeritus of History*; B.A. 1950, Macalester College; M.A. 1955, University of North Dakota; Ph.D. 1970, American University. (1968, 1993)

**James R. Misanin**, *Professor Emeritus of Psychology*; B.A. 1961, Trenton State College; M.S. 1965, Ph.D. 1968, Rutgers University. (1968, 2011)

**Robert G. Mowry**, *Associate Professor Emeritus of Spanish*; B.A. 1959, Oberlin College; M.A. 1962, D.M.L. 1972, Middlebury College. (1962, 2003)

**Helen S. Nunn**, *Director of Financial Aid Emerita*; B.A. 1976, Grove City College; M.A. 1978, Indiana University of Pennsylvania. (1986, 2014)

**Robert E. Nylund**, *Professor Emeritus of Chemistry*; B.S. 1960, Northeastern University; Ph.D. 1964, State University of Iowa. (1964, 1999)

**Mark Wm. Radecke**, *Chaplain Emeritus to the University and Associate Professor of Religion*; B.A. 1974, University of Maryland; M.Div. 1978, Lutheran Theological Seminary at Gettysburg; S.T.M. 1999, Trinity Lutheran Seminary; D.Min. 2007, Princeton Theological Seminary. (1997, 2013)

**William A. Remaley**, *Professor Emeritus of Business*; B.S. 1964, M.B.A. 1965, Pennsylvania State University; Ph.D. 1971, New York University. (1973, 2002)

**William J. Sauer**, *Professor Emeritus of Management*; B.S. 1968, M.S. 1970, University of Wisconsin-Milwaukee; Ph.D. 1975, University of Minnesota. (1989, 2002)

**Edward S. Schwan**, *Allen C. Tressler Professor Emeritus in Accounting*; B.A., B.E. 1959, Union College (N.Y.); M.B.A. 1963, Cornell University; Ph.D. 1973, University of Colorado; CPA (Pa.). (1985, 2002)

**James B. Smillie**, *Acquisitions Librarian Emeritus*; B.A. 1961, Haverford College; M.L.S. 1967, Rutgers University. (1970, 2002)

**Cyril Stretansky**, *Cyril M., Stretansky Professor Emeritus of Choral Music*; B.S. 1957, Mansfield University; M.Mus.Ed. 1965, Temple University. (1972, 2008)

**Robert L. Tyler**, *Associate Professor Emeritus of Mathematics*; B.A. 1960, M.A. 1965, Ph.D. 1972, Syracuse University. (1969, 2001)

**Bruce S. Wagenseller**, *Associate Professor Emeritus of Physical Education and Health*; B.S. 1951, Lock Haven University; M.S. 1958, Florida State University. (1966, 1988)

**Peter B. Waldeck**, *Professor Emeritus of German*; B.A. 1962, Oberlin College; M.A. 1966, Ph.D. 1967, University of Connecticut. (1970, 1989)

**J. Thomas Walker**, *Professor Emeritus of Sociology*; B.A. 1964, Greenville College; M.A. 1966, Roosevelt University; Ph.D. 1980, St. Louis University. (1967, 2007)

**Dan A. Wheaton**, *Associate Professor Emeritus of English*; B.A. 1954, Haverford College; M.A. 1957, University of Chicago; M.A. 1969, Oxford University. (1965, 1993)

**David N. Wiley**, *Professor Emeritus of Religion*; B.A. 1960, College of Wooster; B.D. 1964, McCormick Theological Seminary; Ph.D. 1971, Duke University. (1967, 2002)

**Rebecca A. Wilson**, *Associate Professor Emeritus; Associate Director of the Library; Public Services Librarian*; A.A. 1964, St. Petersburg Junior College; B.A. 1966, M.S.L.S. 1967, Florida State University; Ph.D. 1997, Pennsylvania State University. (1987, 2014)

## Faculty

**L. Jay Lemons**, *President*; B.S. and B.A. 1983, Nebraska Wesleyan University; M.Ed. 1985, University of Nebraska; Ph.D. 1991, University of Virginia. (2001, 2001)

**Linda McMillin**, *Provost and Dean of the Faculty; Professor of History*; B.A., Loyola Marymount University; M.A. 1986, Ph.D. 1990, University of California, Los Angeles. (1989, 2013)

**Valerie Martin**, *Associate Provost and Dean, School of Arts and Sciences; Associate Professor of Music*; B.M.E. 1985, Murray State University; M.M. 1988, D.M.A. 1994, University of Alabama. (1994, 2012)

**Colleen K. Flewelling**, *Assistant Provost and Director of Institutional Research and Assessment; Assistant Professor of Philosophy*; B.A. 1991, College of Wooster; M.A. 1992, University of Iowa; Ph.D. 2002, Duquesne University. (2008, 2008)

**Marsha Kelliher**, *Dean of the Sigmund Weis School of Business; Associate Professor of Management*; B.A. 1982, Indiana University; J.D. 1987, South Texas College of Law; LL.M. 1994, University of San Diego. (2013, 2013)

**David Richard**, *Associate Dean, School of Arts and Sciences, Professor of Biology*; B.S. 1981, University of Stirling (U.K); M.S. 1982, University of Dundee; Ph.D. 1987, University of Edinburgh. (1993, 2013)

## Professors

**Larry D. Augustine**, *Professor of Communications and Theatre*; B.A. 1962, M.A. 1964, West Virginia University. (1966, 1998)

**Thomas Bailey**, *Professor of English*; B.A. 1984, Marshall University; M.F.A. 1986, University of Iowa; Ph.D. 1991, State University of New York at Binghamton. (1999, 2008)

**Karla G. Bohmbach**, *Professor of Religion*; B.A. 1983, St. Olaf College; M.A. 1991, Ph.D. 1996, Duke University. (1994, 2014)

**Kenneth A. Brakke**, *Charles B. Degenstein Professor of Mathematics*; B.S. 1972, University of Nebraska; Ph.D. 1975, Princeton University. (1983, 1997)

**Richard O. Davis**, *Professor of Accounting*; B.S. 1971, Purdue University; J.D. 1975, Fordham University; L.L.M. Taxation 1992, Georgetown University. (1992, 2004)

**Gary W. Fincke**, *Charles B. Degenstein Professor of English; Director, Writers' Institute*; B.A. 1967, Thiel College; M.A. 1969, Miami University; Ph.D. 1974, Kent State University. (1980, 1995)

**Simona J. Hill**, *Professor of Sociology (on leave)*; B.A. 1983, M.A. 1983, Ph.D. 1989, University of Pennsylvania. (1998, 2009)

**Jack R. Holt II**, *Professor of Biology*; B.S. 1973, Harding College; M.S. 1978, Ph.D. 1981, University of Oklahoma. (1981, 2001)

**Thomas A. Martin**, *Professor of Psychology*; B.S. 1978, Eastern Mennonite College; M.A. 1984, Ph.D. 1986, University of Nebraska. (1987, 2002)

**Barbara Woods McElroy**, *Professor of Accounting*; A.A.B. 1979, Stark Technical College; B.G.S. 1989, Ohio University; M.B.A. 1993, Kent State University; Ph.D. 1997, Pennsylvania State University. (2002, 2014)

**Carl O. Moses**, *Professor of Earth and Environmental Sciences*; A.B., 1978, Princeton University; M.S. 1982, Ph.D. 1988, University of Virginia (2010, 2013)

**Olugbenga A. Onafowora**, *Professor of Economics*; B.Sc. 1979, University of Ife, Nigeria; M.S. 1982, Ph.D. 1989, West Virginia University. (1989, 2006)

**Margaret T. Peeler**, *Charles B. Degenstein Professor of Biology*; B.A. 1980, Franklin and Marshall College; Ph.D. 1986, Duke University. (1989, 2008)

**Matthew H. Persons**, *Professor of Biology; Coordinator, Ecology Major*; B.A. 1991, Albion College; M.S. 1995, Ph.D. 1997, University of Cincinnati. (1999, 2009)

**Dave Ramsaran**, *Professor of Sociology; Director, Susquehanna University Honors Program*; B.Sc. 1986, M.Sc. 1990, University of the West Indies; Ph.D. 1997, American University. (2000, 2010)

**Beverly Verna Romberger**, *Professor of Speech Communications*; B.A. 1972, M.A. 1977, Ph.D. 1985, Pennsylvania State University. (1985, 2001)

**Laurence Roth**, *Professor of English; Director, Jewish Studies*; B.A. 1982, University of California, Berkeley; M.A. 1991, Ph.D. 1994, University of California, Los Angeles. (1997, 2009)

**Matthew Rousu**, *Professor of Economics; Warehime Chair of International Business Programs*; B.S.B.A. 1998, University of South Dakota; Ph.D. 2002, Iowa State University. (2004, 2014)

**Susan Schürer**, *Professor of Modern Languages*; B.S. 1971, University of Rhode Island; M.A. 1981, University of Vermont;

Ph.D. 1986, University of North Carolina at Chapel Hill. (1986, 2001)

**James D. Sodt**, *Charles B. Degenstein Professor of Communications*; B.S. 1965, Miami University; M.S. 1970, State University of New York at Brockport; M.S.L.S. 1974, Ph.D. 1979, Syracuse University. (1991, 1991)

**Katherine H. Straub**, *Professor of Earth and Environmental Sciences*; A.B. 1994, Harvard University; M.S. 1999, Ph.D. 2002, Colorado State University. (2002, 2014)

**Tammy Tobin**, *Professor of Biology*; B.S. 1985, Cornell University; Ph.D. 1990, Texas A&M University. (1994, 2009)

**Jeffrey P. Whitman**, *Professor of Philosophy*; B.S. 1977, United States Military Academy; M.A. 1987, Ph.D. 1991, Brown University. (1995, 2007)

**Ali Haji-Mohamad Zadeh**, *Professor of Finance*; B.A. 1971, University of Tehran; M.S. 1984, Ph.D. 1982, Michigan State University. (1987, 2001)

## Associate Professors

**Valerie A. Allison-Roan**, *Associate Professor of Education*; B.A. 1987, Westminster College of Salt Lake City; M.E. 1998, University of Utah; Ph.D. 2006, University of Utah. (2008, 2014)

**Kathleen Bailey**, *Associate Professor of Psychology*; B.A. 1998, Keene State College; Ph.D. 2004, University of New Hampshire. (2007, 2013)

**Swarna Basu**, *Associate Professor of Chemistry*; B.A. 1996, Clark University; M.A. 1999, Ph.D. 2002, Wesleyan University. (2005, 2011)

**John Bodinger de Uriarte**, *Associate Professor of Anthropology; Director, Diversity Studies*; B.A. 1981, Vassar College; M.A. 1995, Ph.D. 2003, The University of Texas at Austin. (2003, 2009)

**Susan Rae Belle Bowers**, *Associate Professor of English*; B.A. 1963, Willamette University; M.A. 1974, Ph.D. 1981, University of Oregon. (1984, 1991)

**David Bussard**, *Associate Professor of Business*; B.A. 1965, Bucknell University; M.B.A. 1969, University of Michigan; Ph.D. 1991, University of Pennsylvania Wharton School of Business. (1978, 1991)

**Wanda Cordero-Ponce**, *Associate Professor of Spanish*; B.A. 1978, Universidad de Puerto Rico; M.A. 1982, Indiana State University; Ph.D. 1993, Pennsylvania State University. (1994, 2001)

**Joshua Davis**, *Associate Professor of Music*; B.A. 1993, University of New Hampshire; M.Mus. 1996, New England Conservatory; D.M.A. 2007, University of Maryland. (2006, 2011)

**Michele DeMary**, *Associate Professor of Political Science; Pre Law Adviser*; B.A. 1980, Marquette University; Ph.D. 2002, University of Massachusetts. (2000, 2006)

**Paul A. Dion**, *Associate Professor of Management*; B.A. 1971, University of Toronto; M.B.A. 1978, McMaster University; Ph.D. 1986, University of Toronto. (1992, 1992)

**Jennifer M. Elick**, *Associate Professor of Earth and Environmental Sciences*; B.S. 1993, Temple University; M.S. 1995, Kansas State University-Manhattan; Ph.D. 1999, University of Tennessee-Knoxville. (2000, 2005)

**Mark Fertig**, *Associate Professor of Art*; B.F.A. 1994, Shepherd College; M.F.A. 1997, East Tennessee State University. (2002, 2008)

**Catherine Cymone Fourshey**, *Associate Professor of History; Faculty Coordinator for Post-Graduate Advising*; B.A. 1993, M.A. 1995, C.Phil. 1997, Ph.D. 2002, University of California at Los Angeles. (2001, 2007)

**Katherine A. Furlong**, *Associate Professor; Director of the Blough-Weis Library/University Librarian*; B.A. 1992, M.L.S. 1997, University of Pittsburgh. (2014, 2014)

**Christine L. Cooper Grace**, *Associate Professor of Management*; B.S. 1985, Elizabethtown College; M.L.H.R. 1989, Ph.D. 1990, Ohio State University. (2001, 2001)

**Jeffrey A. Graham**, *Associate Professor of Mathematical Sciences*; B.S. 1984, Iowa State University; M.S. 1986, Texas Tech University; Ph.D. 1992, Rensselaer Polytechnic University. (2001, 2007)

**Jerrell W. Habegger**, *Associate Professor of Accounting; Allen C. Tressler Professor in Accounting*; B.A. 1969, Pennsylvania State University; M.Acct. 1975, Ph.D. 1988, Virginia Polytechnic Institute and State University. (1989, 1996)

**Catherine M. Hastings**, *Associate Professor of Communications; Coordinator, Film Institute; Adviser, The Crusader*; A.B. 1980, Bryn Mawr College; M.A. 1988, Bloomsburg University; Ph.D. 1996, Pennsylvania State University. (1992, 2004)

**Genieve E. Henry**, *Associate Professor of Chemistry*; B.Sc. 1993, Ph.D. 1998, University of the West Indies, Mona. (2003, 2009)

**Mark A. Heuer**, *Associate Professor of Management*, B.A. 1976, Capital University; M.B.A. 1984, University of Maryland; Ph.D. 2001, George Washington University. (2008, 2014)

**Eric Hinton**, *Associate Professor of Music; Director of Bands*; B.M.E. 1985, M.M. 1988, Northwestern University; Ph.D. 2005, Birmingham Conservatoire/University of Central England. (2005, 2011)

**J. Andrew Hubbell**, *Associate Professor of English*; B.A. 1989, Gettysburg College; M.A. 1991, Ph.D. 1999, University of Maryland at College Park. (2001, 2007)

**David Imhoof**, *Associate Professor of History*; B.A. 1992, Trinity University; Ph.D. 2000, The University of Texas at Austin. (2000, 2006)

**Carlos A. Iudica**, *Associate Professor of Biology*; Licentiate 1984, Universidad Nacional de La Plata, Buenos Aires, Argentina; M.A. 1994, Ph.D. 2000, The University of Florida at Gainesville. (2004, 2010)

**Alicia J. Jackson**, *Associate Professor of Management*; B.A. 1972, Knox College; M.B.A. 1975, University of Michigan; Ph.D. 1997, The University of Texas at Austin. (2007, 2013)

**Shari Jacobson**, *Associate Professor of Anthropology; Coordinator of Legal Studies Interdisciplinary Minor*; A.B. 1984, Grinnell College; Ed.M. 1990, Harvard University; M.A. 1995, Ph.D. 1999, Stanford University. (2000, 2006)

**Thomas Wade Johnson**, *Associate Professor of Chemistry*; B.S. 1993, Hampden-Sydney College; M.S. 1997, Ph.D. 2000, Iowa State University. (2003, 2009)

**David C. Kaszuba**, *Associate Professor of Communications; Coordinator, Center for Teaching and Learning; Adviser, The Lanthorn; Director of the Summer Session*; B.A. 1991, Wilkes University; M.S. 1996, Temple University; Ph.D. 2003, Pennsylvania State University. (1999, 2007)

**Katarina R.I. Keller**, *Associate Professor of Economics*; B.A. 1995, Seattle Pacific University; M.A. 1998, Ph.D. 2002, University of Notre Dame. (2002, 2008)

**Karla Kelsey**, *Associate Professor of English and Creative Writing*; B.A. 1998, University of California, Los Angeles; M.F.A. 2001, University of Iowa; Ph.D. 2005, University of Denver. (2005, 2011)

**Mary L. Klotz**, *Associate Professor of Psychology*; B.S. 1981, Louisiana State University; M.A. 1986, Ph.D. 1986, University of North Carolina at Chapel Hill. (1990, 1997)

**Marcos Krieger**, *Associate Professor of Music*; B.Hum., B.M. 1991, Universidade Católica de Goiás, Brazil; M.M. 1993, Brigham Young University; D.M.A. 1998, University of Nebraska, Lincoln. (2007, 2013)

**Toshiro Kubota**, *Associate Professor of Mathematical Sciences*; B.S. 1988, Keio Gijuku University; M.S. 1989, Ph.D. 1995, Georgia Institute of Technology. (2006, 2006)

**Ahmed Lachhab**, *Associate Professor of Earth and Environmental Sciences*; B.S. 1992, University Moulay Ishmael; M.S. 1998, Drexel University; M.S. 2002, Ph.D. 2006, University of Iowa. (2007, 2013)

**Gail B. Levinsky**, *Associate Professor of Music*; B.M. 1980, Butler University; M.M. 1989, D.M. 1997, Northwestern University. (2000, 2006)

- Edisanter Lo**, *Associate Professor of Mathematical Sciences*; B.S. 1986, Louisiana Tech University; M.S. 1988, University of Arkansas; Ph.D. 1993, Arizona State University. (2002, 2008)
- Patrick Long**, *Associate Professor of Music*; B.M. 1991, Syracuse University; M.M. 1993, D.M.A. 1996, Eastman School of Music. (2000, 2006)
- Andrea M. Lopez**, *Associate Professor of Political Science*; B.A. 1992, University of Virginia; M.A. 1999, Ph.D. 2002, University of Michigan, Ann Arbor. (2000, 2006)
- Gretchen Lovas**, *Associate Professor of Psychology*; B.S. 1985, M.A. 1990, Boston University; M.A. 1997, Ph.D. 2002, University of California at Davis. (2004, 2004)
- Jeffrey K. Mann**, *Associate Professor of Religion*; B.A. 1992, Kenyon College; M.A. 1993, Concordia Theological Seminary; M.T.S. 1995, Vanderbilt Divinity School; Ph.D. 2001, Vanderbilt University. (2002, 2007)
- Scott B. Manning**, *Associate Professor of French and Italian; Director, Cross-Cultural Programs*; B.A. 1986, Wichita State University; M.A. 1990, Ph.D. 1997, University of Kansas. (1997, 2003)
- Thomas W. Martin**, *Associate Professor of Religion*; B.A. 1976, M.A. 1979, Oral Roberts University; D.Phil. 1986, Oxford University. (2003, 2009)
- Amanda Meixell**, *Associate Professor of Spanish*; B.A. 1991, Franklin and Marshall College; M.A. 1997, New York University; Ph.D. 2003, Pennsylvania State University. (2003, 2009)
- Annika K. Miller**, *Associate Professor of Mathematics and Computer Science*; B.A. 1988, Mansfield University; Ph.D. 1995, George Washington University. (2000, 2005)
- Leann J. Mischel**, *Associate Professor of Management*; B.A. 1987, M.B.A. 1993, University of South Florida; Ph.D. 1997, University of Illinois. (2003, 2009)
- Karen E. Mura**, *Associate Professor of English*; B.A. 1979, Wellesley College; M.A. 1981, Oxford University; M.A. 1982, University of Toronto; Ph.D. 1990, University of Wisconsin. (1991, 1998)
- Naomi Niskala**, *Associate Professor of Music*; B.M. 1995, New England Conservatory; M.M. 1997, D.M.A. 2000, State University of New York at Stony Brook; Artist Diploma 2001, Yale School of Music. (2008, 2013)
- Richard Orwig**, *Associate Professor of Information Systems*; B.A. 1975, B.S. 1975, University of Illinois; M.B.A. 1990, Ph.D. 1995, University of Arizona. (2004, 2009)
- Alissa A. Packer**, *Associate Professor of Biology*; B.S. 1994, Dickinson College; Ph.D. 2000, Indiana University. (2003, 2009)
- Lynn Elizabeth Palermo**, *Associate Professor of French*; B.A. 1981, Pennsylvania State University; M.A. 1992, University of Delaware; Ph.D. 2003, Pennsylvania State University. (2001, 2008)
- Thomas Peeler**, *Associate Professor of Biology*; B.S. 1977, North Carolina State University; M.S. 1980, University of Florida; Ph.D. 1986, Duke University. (1990, 1997)
- John A. Pendley**, *Associate Professor of Accounting*; B.B.A. 1982, M.P.A. 1988, Georgia State University; Ph.D. 1994, University of Georgia. (2010, 2010)
- Ann Piper**, *Associate Professor of Art*; B.F.A. 1993, Maryland Institute, College of Art; M.F.A. 1998, New Mexico State University. (2008, 2013).
- Sirapat Polwitoon**, *Associate Professor of Finance*; B.B.A. 1986, Ramkhamhaeng University, Bangkok, Thailand; M.B.A. 1994, Northeastern Illinois University; Ph.D. 2002, University of Rhode Island. (2000, 2006)
- James J. Pomykalski**, *Associate Professor of Information Systems*. B.A. 1981, St. Norbert College; M.S. 1983, Purdue University; Ph.D. 1994, University of Virginia. (2001, 2007)
- W. Douglas Powers**, *Associate Professor of Theatre*; B.A. 1990, Southeast Missouri State University; M.F.A. 1994, Ohio University; M.A. 1997, University of Missouri-Kansas City; Ph.D. 2001, University of Missouri-Columbia. (2000, 2006)
- Anne Reeves**, *Associate Professor of Education*; B.A. 1965, George Washington University; M.A. 1969, University of Washington; Ph.D. 2001, University of Michigan. (2000, 2006)
- Jan Reichard-Brown**, *Associate Professor of Health Care Studies and Biology; Director, Health Care Studies Program; Chair, Health Professions Advising Committee*; B.A. 1976, Gettysburg College; Ph.D. 1982, University of Cincinnati. (2001, 2004)
- Daniel E. Ressler**, *Associate Professor of Earth and Environmental Sciences*; B.S. 1988, Pennsylvania State University; M.S. 1993, Ph.D. 1998, Iowa State University. (1999, 2005)
- Glen Retief**, *Associate Professor of English and Creative Writing*; B.A. 1990, B.A. 1992, University of Cape Town; M.F.A. 1999, University of Miami; Ph.D. 2005, Florida State University. (2006, 2011)
- Andrew D. Rich**, *Associate Professor of Theatre*; B.A. 1996, University of Arkansas; M.F.A. 1999, Indiana University. (2000, 2006)
- Randy Robertson**, *Associate Professor of English*; B.A. 1992, University of Virginia; M.A. 1996, University of Chicago; Ph.D. 2002, Washington University. (2007, 2011)
- Antonin Rusek**, *Associate Professor of Economics*; M.A. 1972, Prague School of Economics; M.A. 1980, Ph.D. 1984, State University of New York at Stony Brook. (1986, 1991)

**Rachana Sachdev**, *Associate Professor of English*; B.A. 1982, M.A. 1986, M.Phil. 1989, Delhi University; Ph.D. 1995, University of Pennsylvania. (1994, 2001)

**Lissa Skitolsky**, *Associate Professor of Philosophy*; B.A. 1996, Skidmore College; M.A. 2001, Ph.D. 2003, Emory University. (2009, 2013)

**Edward S. Slavishak**, *Associate Professor of History*; B.S. 1996, Carnegie Mellon University; M.A. 1998, Ph.D. 2002, University of North Carolina at Chapel Hill. (2003, 2009)

**Michael Smyth**, *Associate Professor of Sociology*; *Director, Arlin Adams Center for Law and Society*; B.A. 2001, Antioch University; M.A. 2004, Ph.D. 2009, University of California at Irvine. (2008, 2014)

**Craig Stark**, *Associate Professor of Communications*; B.A. 1991, The University of North Texas; M.A. 1994, Stephen F. Austin State University; Ph.D. 2009, Pennsylvania State University. (2006, 2012)

**David Steinau**, *Associate Professor of Music*; B.M. 1986, Northwestern University; M.M. 1996, New England Conservatory; D.M.A. 2003, University of Illinois at Urbana-Champaign. (2002, 2008)

**Derek J. Straub**, *Associate Professor of Earth and Environmental Sciences*; B.S. 1994, Marquette University; M.S. 1998, Ph.D. 2002, Colorado State University. (2004, 2009)

**Mengsteab Tesfayohannes**, *Associate Professor of Management*; B.A. 1982, Addis Ababa University; M.S. 1987, Hochschule für Ökonomie Bruno Leuschner Berlin; Ph.D. 1993, Karl-Franzens-Universität Graz. (2009, 2009)

**Julia Brasher Thorn**, *Associate Professor of Music*; *Director of Choral Activities*; B.M. 1980, M.M. 1981, Loyola University; D.M.A. 1997, University of Alabama. (2012, 2012)

**Nina Tober**, *Associate Professor of Music*; B.A. 1976, Chatham College; M.A. 1979, University of Colorado; D.M.A. 1994, Claremont Graduate School. (1994, 2002)

**LouAnn Tom**, *Associate Professor of Chemistry*; B.S. 1987, Lycoming College; M.S. 1994, Bucknell University; Ph.D. 2005, Lehigh University. (2007, 2013)

**Erik Viker**, *Associate Professor of Theatre*; B.S. 1987, University of Florida; M.F.A., 2003, The University of Texas. (2003, 2009)

**Karol Weaver**, *Associate Professor of History*; *Coordinator, Women's Studies Minor*; B.A. 1992, Bloomsburg University; M.S. 1994, Ph.D. 1999, Pennsylvania State University. (2004, 2008)

**Alexander Griffin Wilce**, *Associate Professor of Mathematical Sciences*; B.A. 1983, Oberlin College; Ph.D. 1989, University of Massachusetts Amherst. (2002, 2008)

**Jennifer Sacher Wiley**, *Associate Professor of Music*; B.M. 1986, Oberlin Conservatory of Music; M.M. 1991, New England

Conservatory of Music; D.M.A. 1998, University of Minnesota. (1997, 2003)

**Amy E. Winans**, *Associate Professor of English*; *Associate Director, Susquehanna University Honors Program*; A.B. 1988, Duke University; M.A. 1990, University of Michigan; Ph.D. 1997, Pennsylvania State University. (1998, 2004)

**Samya Bano Zain**, *Associate Professor of Physics*; M.Sc. 1999, University of the Punjab; M.S. 2002, Ph.D. 2006, University at Albany (2008, 2014)

**Coleen P. Zoller**, *Associate Professor of Philosophy*; B.A. 1998, Bucknell University; M.A. 2002, Ph.D. 2004, Emory University. (2003, 2009)

## Assistant Professors

**Anna Andes**, *Assistant Professor of Theatre*; B.A. 1984, Franklin and Marshall College; M.A. 1989, Ph.D. 2005, University of Colorado at Boulder. (2010, 2010)

**Jennifer Asmuth**, *Assistant Professor of Psychology*; B.A. 1991, St. John's College; M.A. 2003, Ph.D. 2009, Northwestern University. (2011, 2011)

**Sarah Cotter Blanset**, *Assistant Professor of Mathematical Sciences*; B.A. 2007, Amherst College; Ph.D. 2012, University of Notre Dame. (2012, 2012)

**James Briggs**, *Assistant Professor of Psychology*; B.A. 2000, West Liberty State College; M.A. 2004, Ph.D. 2006, Kent State University. (2011, 2011)

**Ashley Busby**, *Assistant Professor of Art*; B.A. 2002, Southwestern University; M.A. 2004, Ph.D. 2013, The University of Texas at Austin. (2011, 2011)

**Nick Clark**, *Assistant Professor of Political Science*; B.A. 2002, Hastings College; M.S. 2004, Universiteit Twente; M.A. 2004, Westfälische Wilhelms-Universität; Ph.D. 2012, Indiana University. (2013, 2013)

**Kathleen J. Dalton**, *Assistant Professor*; B.A. 1969, Glassboro State College; M.L.S. 1972, University of Iowa. (1973, 1990)

**Samuel Day**, *Assistant Professor of Psychology*; B.A. 1993, Carson Newman College; Ph.D. 2007, Northwestern University. (2012, 2012)

**Catherine Zobal Dent**, *Assistant Professor of English and Creative Writing*; *Coordinator, Common Reading Program*; B.A. 1994, Duke University; M.A. 2003, Ph.D. 2006, Binghamton University. (2009, 2009)

**William G. Dougherty Jr.**, *Assistant Professor of Chemistry*; B.S. 2001, Ursinus College; Ph.D. 2007, University of Delaware. (2013, 2013)

- Matthew Duperon**, *Assistant Professor of Religion*; B.A. 2003, College of William and Mary; M.A. 2006, Cornell University; Ph.D. 2013, Brown University. (2011, 2011)
- Sarah Edwards**, *Assistant Professor of Education*; B.A. 2002, Pennsylvania State University; M.A. 2004, Johns Hopkins University; Ph.D. candidate, Temple University. (2014, 2014)
- Carl E. Faust**, *Visiting Assistant Professor of Physics*; B.S. 2009, Kutztown University; M.S. 2011, Ph.D. candidate, Lehigh University. (2014, 2014)
- Stephanie J. Gardner**, *Assistant Professor of Education*; B.S. 2005, Pennsylvania State University; M.Ed. 2010, Bloomsburg University; Ph.D. candidate, Pennsylvania State University. (2013, 2013)
- Robert Gessner**, *Systems Librarian*; B.A. 1980, Bucknell University; M.L.S. 1986, Rutgers University. (2002, 2002)
- Gregory Grabowski**, *Assistant Professor of Music*; B.M.E. 2003, University of North Texas; M.M. 2010, Southern Methodist University; Ph.D. candidate, University of North Texas. (2014, 2014)
- Basil S. Holobetz**, *Visiting Assistant Professor of Marketing*; B.S. 1982, Villanova University; M.B.A. 1984, Thunderbird School of Global Management. (2014, 2014)
- Erin Keen-Rhinehart**, *Assistant Professor of Biology*; B.S. 1998, Lehigh University; Ph.D. 2003, University of Florida. (2009, 2009)
- Megan L. Kelly**, *Assistant Professor of Spanish; Weber Chair in the Humanities*; B.S. 2005, University of Connecticut; M.A. 2007, Ph.D. 2012, University of Illinois at Champaign-Urbana. (2014, 2014)
- Baris Kesgin**, *Assistant Professor of Political Science; Director, International Studies Major*; B.S. 2003, Middle East Technical University; M.A. 2005, University of Memphis; Ph.D. 2011, University of Kansas. (2011, 2011)
- Zui Chih Lee**, *Assistant Professor of Marketing*; B.B.A. 1999, Tamkung University; M.B.A. 2001, National Dong Hwa University; M.B.A. 2006, Ph.D. 2010, University of North Carolina at Greensboro. (2010, 2010)
- Lisong Liu**, *Assistant Professor of History; Director, Asian Studies*, B.A. 1999, Wuhan University; M.A. 2003, Ph.D. 2009, University of Minnesota. (2009, 2009)
- Anne Luna** *Visiting Assistant Professor of Sociology*, B.A., B.S. 1998, University of California, Berkeley; J.D./M.A. 2004, University of Arizona; Ph.D. candidate, Howard University. (2014, 2014)
- Violet Athena Mager**, *Assistant Professor of Physics*; B.A. 1997, University of Colorado at Boulder; M.S. 2000, Ph.D. 2005, Arizona State University. (2012, 2012)
- Todd Makse**, *Assistant Professor of Political Science*; B.A. 2001, Rice University; M.A. 2005, Ph.D. 2010, Ohio State University. (2012, 2012)
- David P. Matlaga**, *Assistant Professor of Biology*; B.A. 2000, Reed College; Ph.D. 2008, University of Miami. (2012, 2012)
- David S. McLaughlin**, *Assistant Professor of Education*; B.Sc. 1984, University of Western Ontario; B.Ed. 1991, Queen's University; M.A. 2003, Michigan State University; Ph.D. 2010, Michigan State University. (2010, 2010)
- Maria Muñoz**, *Assistant Professor of History*; B.A. 2001, University of La Verne; M.A. 2004, University of Nebraska-Lincoln; Ph.D. 2009, University of Arizona. (2009, 2009)
- Angelique Nixon**, *Assistant Professor of English (on leave)*; B.S. 2000, Nova Southeastern University; M.A. 2002, Florida Atlantic University; Ph.D. 2008, University of Florida. (2011, 2011)
- Daryl M. Rodgers**, *Assistant Professor of Italian*; B.A. 1996, Harding University; M.A. 2001, Ohio State University; Ph.D. 2007, University of Illinois at Urbana-Champaign. (2009, 2009)
- Sandrine Siméon**, *Assistant Professor of French; Weber Chair in the Humanities*; DEUG LAEC 1991, License 1992, Maîtrise 1993, Université Sorbonne Nouvelle Paris-III; M.A. 2009, Ph.D. candidate, Pennsylvania State University. (2013, 2013)
- Courtney L. Thomas**, *Visiting Assistant Professor of Chemistry*; B.S. 1996, St. Ambrose University; Ph.D. 2001, Iowa State University. (2010, 2010)
- Betsy L. Verhoeven**, *Assistant Professor of English*; B.A. 1994, Oklahoma State University; M.A. 2000, Oklahoma State University; Ph.D. 2005, University of Denver. (2009, 2009)
- Pavithra Vivekanand**, *Visiting Assistant Professor of Biology*; B.S. 1996, Madras University; Ph.D. 2003, Wesleyan University. (2012, 2012)
- Jason D. Vodicka**, *Assistant Professor Music; Coordinator of Music Education*; B.M.E. 2002, M.M.E. 2009, Westminster Choir College, Reder University; D.M.A. candidate, University of Georgia (2013, 2013)
- Cindy Whitmoyer**, *Assistant Professor; Public Services Librarian*; B.S. 1979, Kutztown University; M.L.S. 2001, Clarion University of Pennsylvania. (2006, 2006)
- Robert L. Williams Jr.**, *Assistant Professor of Marketing*; B.S. 1978, M.B.A. 1987, Pennsylvania State University; Ph.D. 2012, Edinburgh Napier University. (2014, 2014)
- Shan Yan**, *Assistant Professor of Finance*; B.A. 2000, M.A. 2003, Huazhong University of Science and Technology; M.A. 2007, University of Arizona; Ph.D. 2012, Michigan State University. (2012, 2012)
- Silas Dent Zobal**, *Assistant Professor of English and Creative Writing*; B.A. 1997, DePaul University; M.F.A. 2001, University

of Washington; Ph.D. 2005, Binghamton University. (2009, 2009)

## Lecturers

**Ilya Blinov**, *Lecturer in Music*; B.M. 2000, Nizhny Novgorod State Conservatory; M.M. 2007, Bowling Green State University; D.M.A. 2010, University of Michigan; M.M. 2013, University of Illinois at Urbana-Champaign. (2012, 2012)

**Linda H. Burkley**, *Visiting Lecturer in Communications*; B.A. 1987, La Roche College; M.A. 2004, Duquesne University. (2013, 2013)

**Theodore C. Chappen**, *Lecturer in Philosophy*; B.A. 1978, Bucknell University; M.A. 1981, University of Chicago. (2009, 2009)

**John C. Foltz**, *Lecturer in Communications*; B.M.Ed. 1973, Susquehanna University; M.A. 1981, Ithaca College. (2014, 2014)

**Erin L. Goedegebuure**, *Visiting Lecturer in Psychology*; B.A. 2006, Susquehanna University; M.A. 2008, William Paterson University. (2014, 2014)

**Kimberly Kaler**, *Lecturer in Spanish*; B.A. 2003, Pennsylvania State University; M.Ed. 2004, Bloomsburg University. (2010, 2010)

**Barbara F. Martin**, *Lecturer in Accounting*; A.S. 1982, John Woods Community College; B.S. 1987, Quincy University; M.B.A. 1993, St. Bonaventure University. (2009, 2009)

**Susan J. Welteroth**, *Lecturer in Education*; B.A. 1976, Lycoming College; M.S.Ed. 1978, Bucknell University; D.Ed. 1999, Pennsylvania State University. (2012, 2012).

## Other Teaching Staff

**Jillian L. Worlinsky**, *Postdoctoral Teaching Fellow in Chemistry*; B.S. 2008, Susquehanna University; Ph.D. 2013, University of Connecticut. (2014, 2014)

## Administration

**L. Jay Lemons**, *President*; B.S. and B.A. 1983, Nebraska Wesleyan University; M.Ed. 1985, University of Nebraska; Ph.D. 1991, University of Virginia. (2001, 2001)

**Angela Burrows**, *Chief Communications Officer, University Communications*; B.S. 1981, University of Pittsburgh; M.P.M. 1995, Carnegie Mellon University. (2011, 2011)

**Ronald A. Cohen**, *Vice President for University Relations*; B.A. 1982, Syracuse University. (1991, 2001)

**Michael A. Coyne**, CPA, *Vice President for Finance and Administration*; B.S. 1985, Pennsylvania State University; M.S. 1998, Johns Hopkins University. (2002, 2012)

**Sara G. Kirkland**, *Senior Vice President*; A.B. 1970, Duke University; M.A. 1972, University of Hawaii. (1985, 2014)

**Linda McMillin**, *Provost and Dean of Faculty; Professor of History*; B.A. 1981, Loyola Marymount University; M.A. 1986, Ph.D. 1990, University of California, Los Angeles. (1989, 2013)

**Lisa Scott**, *VP Student Engagement and Success*; B.A. 1989, Cambridge College; M.Ed. 1991, Cambridge College. (2009, 2014)

**Philip E. Winger**, *VP and Chief of Staff*; B.A. 1977, Westminster College (Missouri); M.Ed. 1979, University of Missouri-Columbia; Ph.D. 1989, Ohio State University. (1990, 2014)

**Sara J. Adams**, *Music Admissions Coordinator and Special Assistant to the Music Department*; B.A. 2002, Susquehanna University; M.A. 2004, Indiana University of Pennsylvania. (2011, 2011)

**Kimberly Yasenach Andretta**, *Associate Director for Gift Planning*; B.A. 2004, Lock Haven University. (2006, 2012)

**Joann B. Antes**, *Assistant to the President*; B.S. 1994, Mansfield University. (2007, 2012)

**David H. Antoniewicz**, *Associate Director, Admissions*; B.A. 2005, Susquehanna University. (2007, 2011)

**Jenna Antoniewicz**, *Director of Community Standards and Student Conduct*; B.A. 2006, Susquehanna University. (2005, 2012)

**Christopher J. Bailey**, *Director, Facilities Management*; B.S. 1994, University of Pittsburgh; M.S. 2002, University of Pittsburgh; M.B.A. 2006, Wilkes University. (2010, 2010)

**Brenda S. Balonis**, PHR, *Assistant Director of Human Resources*; A.A.S. 2005, Susquehanna University. (1999, 2007)

**James F. Black**, *Associate Dean for Student Engagement and Director, Center for Academic Achievement*; B.A. 1997, University of Missouri-Kansas City; M.A. 2000, University of Missouri-Columbia. (2001, 2001)

**Dennis W. Bowers**, *Head Baseball Coach; Equipment Manager*; B.A. 2001, Susquehanna University. (2001, 2006)

**Steven M. Briggs**, *Assistant Director, Athletics; Head Coach, Football*; B.S. 1984, Springfield College; M.S. 1987, University of Richmond. (1988, 2003)

**Margaret M. Briskey**, *Administrative Director, University Health Center*; R.N., Hazleton State General Hospital; M.S. 2008, Bloomsburg University. (2002, 2009)

**Bradley Brown**, *Assistant Director, SUF*; B.A. 2011, Bucknell University. (2013, 2013)

**Jennifer M. Bucher**, *Director of Human Resources*; B.A. 2002, Juniata College. (2013, 2013)

**Christopher Clinton**, *Associate Director, Admissions*; B.S. 2010, Susquehanna University. (2010, 2013)

**Reuben Council**; *Associate Director, Admissions*; B.M.Ed. 1995, University of North Carolina-Greensboro; M.A. 2001, Western Carolina University. (2012, 2012)

**Kathleen J. Dalton**, *Reference Librarian; Assistant Professor*; B.A. 1969, Glassboro State College; M.S. 1972, University of Iowa. (1974, 1974)

**Rebecca L. Deitrick**, *Assistant VP of Alumni, Parent & Donor Engagement*; B.A. 1992, Susquehanna University; M.C.P. 1996, Pennsylvania State University. (2007, 2014)

**Barbara E. Dennen**, *Manager of Accounting Services*; B.S. 1986, Bloomsburg University. (2004, 2008)

**Mary Yvette Devine**, *Registered Nurse*. (2010, 2010)

**Christina M. Dinges**, *Study Away Adviser*; B.A. 2007, M.A. 2011, University of North Carolina. (2011, 2011)

**Meagan LeBreton Dresser**, *Senior Advancement Researcher*; B.A. 2002, Susquehanna University. (2006, 2008)

**Robert L. Dunkleberger**, *Assistant Director for Academic and Administrative Systems*; B.S. 1997, Susquehanna University; M.S. 2006, Bloomsburg University. (1999, 2013)

**Christa K. Eberle**, *Bursar*. (1995, 2003)

**Katie M. Erdley**, *Assistant Director, Financial Aid*; B.A. 2005, Pennsylvania State University. (2007, 2010)

**Andrea Featherstone**, *Financial Accountant*; B.S.A. 2007, Pennsylvania College of Technology. (2009, 2010)

**Alexandra Federico**, *Assistant Director of Student Activities*; B.F.A. 2011, Rochester Institute of Technology; M.S. 2013, University of Rochester. (2013, 2013)

**James W. Findlay**, *Head Coach, Men's and Women's Soccer*; B.A. 1996, Wheeling Jesuit University. (1998, 2002)

**Colleen Flewelling**, *Director, Institutional Research and Assistant Provost*; B.A. 1991, College of Wooster; M.A. 1992, University of Iowa; Ph.D. 2002, Duquesne University. (2008, 2008)

**Gerald Foley**, *Head Coach, Men's and Women's Swimming; Director of Aquatics*; B.S. 1984, United States Merchant Marine Academy; M.A. 1990, Adelphi University. (2009, 2009)

**Brady T. Gallese**, *Technical Services Helpdesk Engineer*; B.A. 2007, Susquehanna University. (2007, 2007)

**Robert A. Gessner**, *Systems Librarian; Assistant Professor*; B.A. 1980, Bucknell University; M.S. 1986, Rutgers University. (2002, 2002)

**Phillip C. Gehman**; *Coordinator, Disability Services*; B.S. 2011, University of Louisville; M.S. 2012, University of Louisville. (2012, 2012)

**Diana L. Heeren**, CPA, *Director, Finance and Risk Management*; B.S. 2001, Elizabethtown College. (2004, 2013)

**Jay P. Helmer**, *Assistant Director of Residence Life for Civic Engagement*; B.A. 2004, Kenyon College; M.Ed. 2009, Ohio State University. (2011, 2011)

**Stephen R. Herrold**, *Senior Operations Administrator*; B.A. 1969, Susquehanna University; M.S. 1970, M.S. 1972, Georgia Institute of Technology. (1973, 2004)

**Armenta Hinton**, *Associate Director and Coordinator of Multicultural Affairs*; B.F.A. 1981, Alabama State University; M.S. 2008, Birmingham City University. (2006, 2009)

**Scott D. Hollenbach**, *Assistant Director, Office of Event Management*; A.A. 2002, Susquehanna University. (1995, 2010)

**Mark D. Huber**, *Chief Information Officer and Director of Information Technology*; B.S. 1981, University of Pittsburgh-Johnstown. (2004, 2004)

**Leslie Imhoof**, *Assistant Director of Susquehanna University Fund*; B.A. 1992, Baylor University. (2011, 2011)

**Jeremy Irwin**, *Systems Analyst*; B.S. 2006, Pennsylvania College of Technology. (2013, 2013)

**John D. Jantzi**, *Manager, Technical Operations*; A.A. 1980, Hesston College; A.A. 1983, Pennsylvania State University. (2006, 2006)

**Michael D. Keeney**, ATC, *Head Athletic Trainer*; B.S. 1991, West Chester University; M.Ed. 1995, Shippensburg University. (1995, 1995)

**Victoria M. Kidd**, *Associate Director, Advancement Communications*; B.A. 1998, Bloomsburg University. (2002, 2013)

**David Kelchner**, *Analyst/Programmer*; B.S. 1987, Clarion University of Pennsylvania. (2009, 2013)

**Marsha Kelliher**, *Dean of the Sigmund Weis School of Business*; B.A. 1982, Indiana University; J.D. 1987, South Texas College of Law; LL.M. 1994, University of San Diego. (2013, 2013)

**Scott Kershner**, *Chaplain*; B.A. 1994, St. Olaf College; M.Div. 2000, Yale Divinity School; STM 2002, Lutheran Theological Seminary. (2014, 2014)

**Eric L. Knepp**, *Webmaster/SQL Programmer*; B.A. 1999, Susquehanna University. (1999, 2013)

**Susan Kreisher**, *Associate Director of Alumni Relations and Director of Parent Relations*; B.A. 1990, Gettysburg College; M.S. 1994, Loyola College. (2007, 2007)

**Kathryn T. Kroupa**, *Head Women's Soccer and Softball Coach; Senior Women's Administrator*; B.A. 1995, Gettysburg College; M.S. 1998, Radford University. (2001, 2009)

**Eric G. Kurtz**, *Network Engineer*; B.S. 2000, Pennsylvania College of Technology. (2005, 2005)

**D. Eric Lassahn**, *Director, Residence Life/Volunteer Programs*; B.A. 1991, Salisbury State University; M.Ed. 1993, Salisbury University. (2005, 2006)

**Monica A. Leitzel**, *Assistant Registrar*; A.A.S. 2000, Pennsylvania College of Technology; B.A. 2014, Susquehanna University. (2002, 2008)

**Amanda Lenig**, *Creative Services Manager*; B.A. 2007, Susquehanna University. (2009, 2011)

**Lori J. Lyons**, *Associate Director of Career Development*; B.A. 1992, M.Ed. 2009, Bloomsburg University. (2009, 2012)

**Daniel MacArthur**, *Digital Communications and Media Specialist*; B.A. 2004, Kutztown University; M.F.A. 2012, M.A. 2006, Wilkes University. (2014, 2014)

**Scott B. Manning**, *Dean of Global Programs*; B.A. 1986, Wichita State University; Ph.D. 1997, University of Kansas. (1997, 2009)

**Frank D. Marcinek**, *Assistant Director, Athletics; Head Coach, Men's Basketball; Director, Intramurals*; B.S. 1981, Pennsylvania State University; M.S. 1987, Ithaca College. (1988, 1991)

**Chris A. Markle**, *Senior Development Officer*; B.A. 1984, Susquehanna University. (1990, 2014)

**Valerie G. Martin**, *Dean, School of Arts and Sciences; Associate Professor of Music*; B.M.E. 1985, Murray State University; M.M. 1988, D.M.A. 1994, University of Alabama. (1994, 2012)

**Olajiwon K. McCadney**, *Assistant Director, Residence Life for Community Development*; B.S. 2009, SUNY College-Brockport; M.Ed. 2011, SUNY College-Potsdam. (2012, 2012)

**Jason McCahan**, *Director of Susquehanna University Fund*; B.A. 1996, Lock Haven University; M.S. 2009, Bucknell University. (2009, 2009)

**Kathryn Meier**, *Director of Athletic Communications*; B.S. 2006, Ithaca College. (2010, 2010)

**Caroline Mercado**, *Associate Dean of Students*; B.A. 1987, M.S. 1989, State University of New York at Albany. (2005, 2012)

**Nathan Milne**, *Assistant Football Coach (Offensive Coordinator); Assistant Track Coach*; B.A. 2003, Hobart College. (2008, 2008)

**Laura B. Moan**, *Head Coach, Women's Lacrosse*; B.A. 1993, Boston College; M.Ed. 2001, Goucher College. (2008, 2008)

**Stewart J. Moan**, *Head Coach, Men's Lacrosse; Director of Facilities*; B.A. 1978, Salisbury State University; M.S. 1981, Morgan State University. (2007, 2007)

**Isaac Moore**, *Associate Director, Admissions*; B.S. 2008, Cheyney University of Pennsylvania; M.P.A. 2012, Pennsylvania State University. (2012, 2012)

**Susannah R.W. Morris**, *Faculty-Led Program Manager*; M.A. 2013, SIT Graduate Institute; B.A. 1999, University of Iowa. (2013, 2013)

**Stuart Mosebey**, *Manager of Enrollment Management Information Systems*; B.A. 2003, Susquehanna University. (2011, 2011)

**Susan F. Moyer**, *Assistant to CIO for Technology Administration*; A.S.B. 1989, Central Penn Business School. (1990, 2004)

**Brenda S. Mull**, *Director, General Services and Office of Event Management*. (1990, 2011)

**Mary E. Muolo**, *Director of Donor Relations and Stewardship*; B.A. 2002, Susquehanna University. (2004, 2013)

**J. Scott Myers**, *Director, Admissions*; B.S. 1995, Slippery Rock University. (2008, 2013)

**W. Michael Nailor**, *Director, Teacher Intern Program*; B.A. 1976, M.S. 1976, University of Pennsylvania; M.L.S. 2003, Syracuse University. (2012, 2012)

**Paul M. Novack**, *Director, Web Communications & Web Content Strategist*; B.A. 1994, University of Pennsylvania. (2004, 2007)

**Daniel J. Olivetti**, *Director, Lore Degenstein Gallery*; B.A. 1998, Pennsylvania State University. (2005, 2006)

**Dale R. Ovelman**, *Associate Director, Facilities Management and Operations*. (1989, 2000)

**Martin J. Owens**, *Head Men's and Women's Cross Country and Track and Field Coach*; B.S. 1991, Ursinus College. (2002, 2005)

**Katherine E. Palley**, *Director of Jewish Life*; B.A. 1999, Johns Hopkins University; M.H. 2009, Jewish Theological Seminary of America. (2009, 2009)

**Brent Papson**, *Interim Director, Student Activities*; B.A. 2005, Susquehanna University. (2009, 2013)

**Anna Beth Payne**, *Associate Dean, Student Life; Director of Counseling*; B.A. 1973, M.A. 1975, Duke University; Ph.D. 1982, University of Maryland. (2006, 2006)

**Robert W. Pickering**, *Manager, User Services*; B.A. 1991, Susquehanna University; M.S. 1991, Bloomsburg University. (2009, 2009)

**Tracy L. Powell**, *Cataloging Coordinator*; B.A. 1998, Lycoming College; M.L.S. 2010, Clarion University of Pennsylvania. (2001, 2009)

**Christopher J. Praul**, *Director, Advancement Services; Lecturer in Information Systems*; B.S. 1994, Susquehanna University; M.L.S. 1995, Clarion University of Pennsylvania. (1995, 2006)

**Whitney Purcell**, *Assistant Director, Career Development*; B.A. 2005, Georgetown College; M.Ed. 2011, Bloomsburg University. (2013, 2013)

**Thomas A. Rambo**, *Assistant Vice President for Student Life; Director, Public Safety*; B.A. 1986, La Salle University; M.S. 2004, Saint Joseph's University. (2004, 2009)

**Rick R. Rebuck**, *Associate Director, Facilities Management for Construction and Planning*. (2000, 2013)

**James Reed**, *Head Women's Basketball Coach; Head Women's Golf Coach*; B.S. 1985, Bucknell University. (2005, 2005)

**Devin Rhoads**, *Associate Director of Alumni Relations and Director of Parent Relations*; B.S. 1992, Roger Williams University. (2010, 2013)

**Madeleine Eagon Rhyneer**, *VP Enrollment Management*; B.A. 1976, Whitman College; M.B.A. 2012, Willamette University. (2014, 2014)

**Bonnie S. Rice**, *Assistant Registrar*; B.S. 1985, Shippensburg University. (1999, 2004)

**Alison A. Richard**, *Associate Registrar*; M.A. 1976, Aberdeen University (U.K.). (1996, 2002)

**M. Deloris Richardson**, *Associate Director of Admissions*; B.S. 1995, Regents College. (2010, 2010)

**Michelle Richardson**, *Recruitment Communications Writer*; B.A. 1992, Dickinson College. (2013, 2013)

**Kristen P. Ritzman**, *Assistant Director of Advancement Systems*; B.S. 1997, Susquehanna University. (2010, 2013)

**Betsy K. Robertson**, *Director of Publications and Media Relations*; B.A. 1975, Shippensburg University. (2011, 2011)

**Ann Marie Rompolski**, *Acquisitions Coordinator*; B.A. 1991, Immaculata University. (1991, 2004)

**Brian J. Ross**, *Staff Accountant*; B.S. 2008, Susquehanna University. (2010, 2010)

**Dena Salerno**, *Director, Center for Diversity and Social Justice*; B.A. 1988, Eastern University; M.S.Ed. 1991, Bucknell University. (2008, 2009)

**Pamela S. Samuelson**, *Director, Athletics*; B.S. 1981, Nebraska Wesleyan University; M.S. 1985, Chadron State College; Ph.D. 2003, Boston College. (2003, 2003)

**Keelie E. Schock**, *Assistant Director, Office of Event Management*; B.A. 2000, Susquehanna University; M.Ed. 2010, Bucknell University. (2006, 2008)

**Douglas C. Seaberg**, *Assistant Vice President, Gift Planning*; B.A. 1981, M.A. 1986, State University of New York at Binghamton. (2006, 2006)

**Mark A. Shaffer**, *Counselor, Counseling Center*; B.S. 1987, United Wesleyan College; M.S.W. 1999, Marywood University. (2010, 2010)

**Alex G.H. Smith**, *Registrar*; B.A. 1975, Bowdoin College; M.A. 1976, University of Chicago. (1979, 1985)

**Cathy A. Smith**, *Payroll Specialist/HRIS Analyst*. (1999, 2013)

**Michael A. Smith**, *DBA/Systems Administrator*. (2008, 2008)

**Paul A. Smith**, *Manager of Event Services*; B.M. 1988, Lebanon Valley College. (2006, 2007)

**Ryan Smolko**, *Experiential Education Coordinator*; M.E. 2012, Kutztown University; B.A. 2009, Pennsylvania State University. (2014, 2014)

**Erica W. Stephenson**, *Associate Director, Residence Life*; B.A. 2000, Susquehanna University. (2000, 2007)

**Cheryl L. Stumpf**, *Education and Outreach Specialist*; B.S. 1987, York College of Pennsylvania; M.S. 1992, Millersville University. (2002, 2002)

**Weihong Sun**, *Associate Director, International Recruitment*; B.A. 1982, Nanjing Normal University; M.A. 2001, Morehead State University. (2012, 2012)

**Katherine A. Temple**, *Math Coordinator, Center for Academic Achievement; Study Skills Coordinator, Center for Academic Achievement*; B.A. 1970, M.A. 1972, Michigan State University. (1983, 2009)

**Marie E. Wagner**, *Instructional Technologist and Project Portfolio Manager*; B.S. 1993, Lebanon Valley College; M.S. 1996, Bloomsburg University. (2003, 2013)

**Kaitlyn "Coach Skelley" Wahila**, *Head Field Hockey Coach*; B.A. 2006, University of New Hampshire; M.S. 2007, Ithaca College. (2011, 2011)

**Brent W. Wallisch**, *Associate Director, Admissions*; B.A. 2007, Susquehanna University. (2008, 2012)

**Don Alan Weirick**, *Assistant Director of Public Safety*; B.S. 1989, Slippery Rock University. (2010, 2010)

**Jeffrey K. Weller**, *Purchasing Card Administrator, Finance Office*; B.A. 2005, Susquehanna University. (2010, 2010)

**M. Kate Weller**, *Web Content/Social Media Manager, University Communications*; B.A. 2003, Susquehanna University. (2010, 2010)

**Lucas J. Wesneski**, *Academic Specialist, Center for Academic Achievement*; B.A. 1997, Lycoming College; B.S. 2001, Lock Haven University; M.S.Ed. 2006, Wilkes University. (2008, 2008)

**Pamela L. White**, *Senior Development Officer*; B.A. 1973, Albright College. (1983, 2007)

**Cindy Whitmoyer**, *Public Services Librarian; Assistant Professor*;  
B.S. 1979, Kutztown University of Pennsylvania; M.L.S. 2001,  
Clarion University of Pennsylvania. (2006, 2006)

**Erin M. Wolfe**, *Director, Financial Aid*; B.S. 2002, Susquehanna  
University. (2004, 2009)

## **Part-time Administration**

**Joseph W. Herb**, *Director, Institute for Life Long Learning*; B.A.  
1963, Susquehanna University. (1995, 2009)

# Index

## A

Academic Calendar • 4  
Academic Minors at Susquehanna • 19  
Academic Policies and Regulations • 174  
Accounting and Information Systems • 22  
Accounting and Information Systems Faculty • 22  
Accounting Courses • 23  
Accounting Studies • 22  
Administration • 209  
Administration and Faculty Emeriti • 201  
Admission to Susquehanna • 189  
Advisory Member • 200  
American Government and Politics • 139  
Anthropology Courses • 158  
Application for First-Year Student Admission • 189  
Application for Transfer Admission • 191  
Applied Music Courses • 125  
Applied Music Lessons • 124  
Army Reserve Officers Training Corps • 198  
Art • 27  
Art Additional Courses • 31  
Art Courses • 28  
Art Faculty • 27  
Art History Courses • 28  
Art History Studies • 27  
Art Minors • 28  
Art Studies • 27  
Asian Studies • 32  
Assistant Professors • 207  
Associate Professors • 204

## B

Biology • 33  
Biology Courses • 34  
Biology Faculty • 33  
Biology Studies • 33  
Board of Trustees • 200  
Business Administration Studies • 103  
Business Foundation Courses • 16

## C

Campus Employment • 198  
Campus Life • 181  
Campus Life, Student Services and Facilities • 181  
Central Curriculum • 6  
Central Curriculum Courses • 7  
Central Curriculum Structure • 6  
Chemistry • 40  
Chemistry and Biochemistry Studies • 40  
Chemistry Courses • 41  
Chemistry Faculty • 40  
Chinese • 115

Church Music • 128  
Communication Arts Emphasis • 50  
Communications • 44  
Communications Courses • 48  
Communications Faculty • 44  
Communications Major Emphases • 45  
Communications Minors • 47  
Communications Studies • 44  
Comparative Politics • 140  
Computer Science • 51  
Computer Science Courses • 52  
Computer Science Faculty • 51  
Computer Science Studies • 51  
Conducting • 128  
Cooperative Programs • 21  
Costs • 193  
Costs and Financial Aid • 193  
Courses of Study • 22  
Courses taught in English • 119  
Creative Writing • 81  
Creative Writing Courses • 85  
Cross-Cultural Courses • 168  
Cross-Cultural Programs Policies and Procedures • 13

## D

Digital Multimedia Emphasis • 48  
Directories • 200  
Diversity Studies • 55  
Diversity Studies Courses • 55

## E

Earth and Environmental Sciences • 56  
Earth and Environmental Sciences Courses • 58  
Earth and Environmental Sciences Degree Programs • 56  
Earth and Environmental Sciences Faculty • 56  
Earth and Environmental Sciences Studies • 56  
Ecology • 62  
Ecology Courses • 63  
Economics Courses • 66, 69  
Economics Faculty • 65, 69  
Economics Studies • 65, 69  
Economics, B.A. • 65  
Economics, B.S. • 69  
Education • 72  
Education Course Requirements • 74  
Education Courses • 76  
Education Faculty • 72  
Education Studies • 72  
Elements of a Susquehanna Education • 6  
English • 80  
English and Creative Writing • 79  
English and Creative Writing Faculty • 79  
English and Creative Writing Studies • 80  
English Courses • 82  
Ensembles • 125  
Ex Officio • 200  
Executive Committee • 200

## F

Facilities • 185  
Faculty • 203  
Fall 2014 • 4  
Film Production • 87  
Film Studies • 87  
Film Studies Courses • 87  
Financial Aid • 195  
French • 115

## G

German • 116  
GO Short Programs • 168  
Grants and Scholarships • 196  
Graphic Design Courses • 30  
Graphic Design Studies • 27

## H

Health Care Studies • 88  
Health Care Studies Courses • 88  
History • 90  
History Courses • 91  
History Faculty • 90  
History Studies • 90  
Honors Courses • 95  
Honors Program • 95

## I

Information Systems Courses • 25  
Information Systems Studies • 25  
International Politics and Foreign Policy • 141  
International Studies • 97  
International Studies Courses • 99  
Italian • 117

## J

Jazz Studies • 128  
Jewish Studies • 100  
Jewish Studies Courses • 100

## L

Learning Goals • 27  
Lecturers • 209  
Legal Studies • 102  
Legal Studies Courses • 102  
Loans to Students and Parents • 197

## M

Majors and Minors • 18  
Majors offered at Susquehanna • 18  
Management • 103  
Management Courses • 105  
Management Faculty • 103  
Mathematics • 110  
Mathematics Courses • 111  
Mathematics Faculty • 110  
Mathematics Studies • 110  
Minors in Strategic Studies and Military Science • 173  
Modern Language Studies • 114

Modern Languages • 114  
Modern Languages Courses • 115  
Modern Languages Faculty • 114  
Music • 120  
Music Courses • 124  
Music Education Courses • 127  
Music Faculty • 120  
Music History • 126  
Music Seminars • 128  
Music Studies • 120  
Music Technology • 128  
Music Theory, Composition and Musicianship • 126

## N

Neuroscience • 130  
Neuroscience Courses • 131  
Neuroscience Faculty • 130  
Neuroscience Studies • 130

## O

Officers • 200  
Other Courses • 50  
Other Teaching Staff • 209

## P

Part-time Administration • 213  
Personal Development • 172  
Personal Development Courses • 172  
Philosophy • 132  
Philosophy Courses • 132  
Philosophy Faculty • 132  
Physics • 135  
Physics Courses • 135  
Physics Faculty • 135  
Physics Studies • 135  
Political Science • 138  
Political Science and Related Courses • 139  
Political Science Faculty • 138  
Political Science Seminars, Independent Studies and Internships • 142  
Political Science Studies • 138  
Political Thought • 141  
Preprofessional Programs • 20  
Professors • 203  
Psychological Science • 143  
Psychology • 143  
Psychology Courses • 144  
Psychology Faculty • 143  
Public Law • 140

## R

Religious Studies • 148  
Religious Studies Courses • 149  
Religious Studies Faculty • 148  
Required of All Communications Majors • 48  
Reserve Officers Training Corps (U.S. Army) • 172  
Reserve Officers Training Corps Courses • 173  
Residence Life • 184

## **S**

School of Arts and Sciences • 16  
Schools • 16  
Semester (GO Long) Programs • 14  
Short-Term (GO Short) Programs • 14  
Social Responsibilities & Community Standards • 185  
Sociology and Anthropology • 153  
Sociology and Anthropology Faculty • 153  
Sociology and Anthropology Studies • 153  
Sociology Courses • 155  
Spanish • 118  
Special Admission • 191  
Special Programs • 168  
Spring 2015 • 5  
State and Federal Grant and Loan Programs • 197  
Strategic Communications Emphasis • 49  
Student Services • 183  
Studio Art Courses • 29  
Study of Philosophy • 132  
SU GO Your Own Way • 15

## **T**

Term Expires 2015 • 200  
Term Expires 2016 • 201  
Term Expires 2017 • 201  
Term Expires 2018 • 201  
The Sigmund Weis School of Business • 16  
Theatre • 161  
Theatre Courses • 162  
Theatre Faculty • 161  
Theatre Major Emphases • 161  
Theatre Studies • 161  
Trustees Emeriti • 200

## **V**

Veterans • 198

## **W**

Women's Studies • 166  
Women's Studies Courses • 166