Allegheny College

Academic Bulletin
2024-2025

The *Academic Bulletin* contains information about Allegheny's academic requirements and programs, including general graduation requirements and requirements for specific majors and minors.

Students should be aware that they are governed by the academic requirements published in the *Bulletin* (formerly Catalogue) issued during the academic year in which they matriculated at Allegheny. Your academic advisor or the Registrar's Office can assist you in determining precisely what requirements apply to you.

This is the print version of the on-line *Bulletin*, catalog.allegheny.edu, which is the Official *Bulletin* of record. Please use the printed version for archival purposes only.

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Mission; Statement of Community; Educational Objectives

Our Mission

Allegheny's undergraduate residential education prepares young adults for successful, meaningful lives by promoting students' intellectual, moral, and social development and encouraging personal and civic responsibility. Allegheny's faculty and staff combine high academic standards and a commitment to the exchange of knowledge with a supportive approach to learning. Graduates are equipped to think critically and creatively, write clearly, speak persuasively, and meet challenges in a diverse, interconnected world.

Statement of Community

Allegheny students and employees are committed to creating an inclusive, respectful and safe residential learning community that will actively confront and challenge racism, sexism, heterosexism, religious bigotry, and other forms of harassment and discrimination. We encourage individual growth by promoting a free exchange of ideas in a setting that values diversity, trust and equality. So that the right of all to participate in a shared learning experience is upheld, Allegheny affirms its commitment to the principles of freedom of speech and inquiry, while at the same time fostering responsibility and accountability in the exercise of these freedoms. This statement does not replace existing personnel policies and codes of conduct.

(Approved by faculty vote, 20 April 2007)

Allegheny's Institutional Learning Outcomes

Allegheny exists to provide students with a liberal arts education of high standards. We expect our graduates to be capable and farsighted leaders and rational and responsible citizens equipped to meet the challenges confronting all society. We expect them to value diversity, individual integrity of thought and action, and the importance of personal rights and freedom in the context of society as a whole. We expect them to know that the same complexities that create the problems and challenges of living also give life its richness.

Allegheny believes that among all possible forms of education, liberal arts and science education best develops individual potential. It enables participants to experience and enjoy life to the fullest, enabling the mind to encompass all aspects of the world. Among other benefits, liberal arts education broadens the kinds of careers, interests, and activities that can be—and are likely to be—pursued. It develops and encourages the use of the imagination, in the creative sense and for solving problems of everyday life. It promotes understanding of others' aspirations and feelings toward the foundation of constructive relationships.

To provide such an education, Allegheny aspires to this academic goal: to develop students' minds and teach them how to learn on their own. While factual knowledge is important, no one can master in four years all that is needed for a lifetime. Most important is engaging students in an active learning process that entails not only comprehending facts, but also taking responsibility for their proper use.

Thus, Allegheny's educational program is designed so that its graduates are able to:

- Think critically and creatively;
- Communicate clearly and persuasively as speakers and writers;
- Invoke multiple ways of understanding to organize and evaluate evidence, and to interpret and make sense of their experiences and the experiences of others;
- Apply their knowledge and learning to engage in informed debate and to analyze and solve problems.

(Approved by faculty vote, 22 January 2015)

Academic Calendar

2024-2025 Academic Calendar

Fall 2024 Academic Calendar

Monday	August 26	Matriculation
Tuesday	August 27	First Day of Class
Monday	September 2	Labor Day - no classes, offices closed
Friday	September 6 at 5:00 p.m.	Deadline for CR/NC for 14-week courses for continuing students and “Module A” courses for all students
Monday	September 9 at Noon	Deadline for Overload Form for 14-week and “Module A” 7-week courses
Tuesday	September 10 at 5:00 p.m.	Deadline for Adding or Dropping 14-week and “Module A” 7-week courses
Monday	September 23 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) from a “Module A” 7-week course
Wednesday	September 25	Last day to submit work for an “Incomplete” course from Spring Semester
Friday	October 4	Final grades due from faculty for previous semester “Incompletes”
Thursday-Sunday	October 10-13	Fall Break - no classes
Monday	October 14	Spring 2025 Schedule of Classes Opens
Tuesday	October 15	Last Day of “Module A” 7-week Classes
Thursday	October 17	First Day of “Module B” 7-week Classes

Wednesday	October 24 at 5:00 p.m.	Deadline for declaring CR/NC for “Module B” courses
Monday	October 28 at 5:00 p.m.	Deadline for declaring CR/NC for a 14-week course for ***first-year and transfer students in their first year at Allegheny***
Wednesday	October 30 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) from a 14-week course
Thursday	October 31 at 5:00 p.m.	Deadline for Adding or Dropping “Module B” 7-week courses
Tuesday	November 5	All College Programming - no classes
Monday and Wednesday	November 11 and 13 November 18 and 20	Spring 2025 Pre-Registration
Thursday	November 14 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal (“X”) from a “Module B” 7-week course
Wednesday-Sunday	November 27-December 1	Thanksgiving Break - no classes
Monday-Friday	December 2-6	RSEs
Friday	December 6	Last Day of Class
Monday-Thursday	December 9-12	Exams
Tuesday	December 17 at 9:00 a.m.	Grades Due

Spring 2025 Academic Calendar

Monday	January 13	First Day of Class
Monday	January 20	MLK Day - no classes; offices closed
Friday	January 24 at Noon	Deadline for Overload Form for 14-week and “Module A” 7-week courses
Friday	January 24 at 5:00 p.m.	Deadline for declaring CR/NC

		for 14-week courses for continuing students and "Module A" courses for all students
Monday	January 27 at 5:00 p.m.	Deadline for Adding or Dropping 14-week and "MOcule A" 7-week courses
Friday	February 7 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal ("X") from a "Module A" 7-week course
Tuesday	February 11	Last day to submit work for an "incomplete" course from Fall Semester
Friday	February 21	Final grades due from faculty for previous semester "Incompletes"
Monday	February 24	Fall 2025 Schedule of Classes Opens
Thursday	February 27	Last Day of "Module A" 7-week coulasses
Saturday-Sunday	March 1-9	Spring Break - no classes
Monday	March 10	First Day of "Module B" 7-week classes
Friday	March 21 at 5:00 p.m.	Deadline for declaring CR/NC for
Friday	March 21 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal ("X") from a 14-week course
Monday	March 24 at 5:00 p.m.	Deadline for declaring CR/NC for a 14-week course for ***first-year and transfer students in their first year at Allegheny***
Monday	March 24 at 5:00 p.m.	Deadline for Adding or Dropping "Module B" 7-week courses
Friday	April 4 at 5:00 p.m.	Deadline for Student-Initiated Withdrawal ("X") from a "module B 7-week course

Monday	April 7	Declaration Day - no classes
Thursday-Friday	April 10-11	Recharge Recess - no classes
Monday-Friday	April 14-18	Fall 2025 Pre-Registration
Monday-Friday	April 21-25	RSEs
Monday	April 28	Last Day of Class
Tuesday	April 29	Cook-Lahti Scholars Symposium; Honors Convocation
Wednesday	April 30	Study Day
Thursday-Friday Monday-Tuesday	May 1-2 May 5-6	Exams
Saturday	May 10	Commencement
Monday	May 12, Noon	Grades Due

Summer 2025 Semester

Monday	May 12	First day of **Summer Term I** (used for GL Travel Seminars) Last day to add/drop a class for Summer Term I
Monday	May 26	Memorial Day - no classes (unless this is impractical as in the case of a travel seminar)
Monday	June 9	Last day of Summer Term I Time for final examinations shall be built in to this term by instructors
Tuesday	June 10	First day of **Summer Term II** (used for internships, independent studies, etc.) Last day to add/drop a class for Summer Term II
Wednesday	June 19	Juneteenth - no classes
Friday	July 4	Independence Day - no classes

Wednesday	July 30	Last day of Summer Term II Time for final examinations shall be built in to this term by instructors
Monday	August 4, Noon	Grades Due

Academic Honors

Alden Scholars Dean's List

Students who, in the course of a year (Fall semester through Summer term), complete a minimum of 30 semester credit hours, incur no infractions of the Honor Code at the level of Probation or higher, and achieve a grade point average of 3.50 or higher are designated as Alden Scholars. Students who, in the course of a year (Fall semester through Summer term), complete a minimum of 30 semester credit hours, incur no infractions of the Honor Code, and achieve a grade point average of 3.80 or higher receive special recognition as Distinguished Alden Scholars. Grades of Credit and No Credit are not considered in making Alden Scholar designations. However, credit hours earned for grades of Credit do count toward the minimum hours required for Alden Scholars. For students studying abroad for the full year, the grades submitted by the foreign institution will be used whenever possible. However, the grades will be evaluated within the context of the foreign institution's grading system, and other pertinent data will be taken into account in each case. For students who study abroad for one semester, Alden Scholar eligibility for that year will be determined by considering both the Allegheny record and the grades from the foreign institution. At least 16 semester credit hours must be completed during the semester at Allegheny.

Students named as Alden Scholars during their senior year and/or at any time during their undergraduate career are recognized in the Commencement program at the time of graduation and on their academic record.

Doane Scholars

Each year up to 30 students from the sophomore, junior, and senior classes are honored as Doane Distinguished Scholars. These students have earned the highest cumulative averages in their respective classes and are awarded a prize and a medal, and they receive recognition in the Commencement program and on their academic record. These students will have no Honor Code violations in the twelve months prior to the award. The 30 annual awards are made possible through the generosity of the late Mrs. Sandra Doane Turk.

Graduation Honors

Students who have achieved a cumulative grade point average of 3.90, with at least 64 semester credit hours taken at Allegheny and evaluated on the letter-grade basis, may be awarded their degrees *summa cum laude*. Students who have achieved a cumulative grade point average of 3.70, with at least 64 semester credit hours taken at Allegheny and evaluated on the letter-grade basis, may be awarded their degrees *magna cum laude*. Students who have achieved a cumulative grade point average of 3.50, with at least 64 semester credit hours taken at Allegheny and evaluated on the letter-grade basis, may be awarded their degrees *cum laude*. Whether awards are finally made will depend upon the total academic record of the student, including his or her compliance with the College Honor Code and vote of the faculty. The

sanction of Probation, Suspension, or Expulsion received for academic violations will disqualify a student from consideration for Latin Honors.

Students awarded their degree *summa cum laude* will be presented with Allegheny College Honor Cords, which they may wear at Commencement.

Cord & Stole Policy

Commencement is a special ceremony, officiated by the President of the College, where faculty, staff, parents/families and alumni share the excitement and importance of student's academic accomplishments. It is also a time for the College and Board of Trustees pay special tribute to students who have achieved the distinct honor of the Allegheny College degree. In addition to the traditional cap and gown regalia, students may wear academic honor cords and stoles.

The College supports the wearing of honors cords, medallions, stoles, insignia and/or pins at Commencement ceremonies by students who have earned these privileges through achieving academic honors, completing honors programs, as recipients of designated academic scholarship funds, academic unit or departmental honors, military service, induction into Allegheny College-recognized honors societies, athletic distinction, or membership in good standing in college-recognized professional or service organizations. All honor cords, medallions, stoles, pins and insignia must be in keeping with the nature of the Commencement ceremonies and the Allegheny College Statement of Community. Any items deemed to not meet these standards by the Office of the Registrar must be removed.

Approved cords, stoles, medallions, sashes, insignia and/or pins may also be worn in recognition of the student's identity, cultural heritage and membership in student organizations. Students are advised to limit themselves to wearing only one stole of their choice during official commencement activities.

This policy is under the purview of the Academic Awards and Standards Committee. Changes are subject to a vote of the Faculty.

(April 2019)

Major Field Honors

At the conclusion of the senior year, students who have done distinguished work in the major field may be awarded honors in that field. Honors in a student-designed major will be awarded upon the decision of a committee consisting of the members of the Curriculum Committee and the individual student's academic and senior project advisors.

Phi Beta Kappa

Phi Beta Kappa, a national honorary scholastic society founded in 1776, has had a chapter at Allegheny since 1902. Members are elected from the senior class on the basis of scholarship and moral character. The breadth of a student's program, as shown by high achievement in a variety of courses taken outside

the major field of study, is a factor in election. Elections and initiation into the society take place twice each academic year. In the fall, students who have demonstrated exceptionally distinguished academic achievement through the sixth semester are elected and initiated at the beginning of their senior year. In the spring, other academically outstanding members of the senior class are elected and initiated in a ceremony before graduation. Inquiries about the selection process may be directed to the Office of the Provost and Dean of the College.

Valedictorian Selection

The student selected as valedictorian of the senior class embodies the highest level of academic achievement, scholarship, personal integrity, and ethical character in the tradition of liberal arts at Allegheny College. The valedictorian is selected by the Provost and Dean of the College on the basis of these criteria. Often the student in the graduating class with the highest GPA is chosen to be the valedictorian, but the depth, breadth, and rigor of a student's program, as exemplified by high achievement in a variety of courses taken outside the major field of study, are also important selection criteria. In addition, the Dean of Students Office is consulted to ensure that the student chosen as valedictorian has no Honor Code or significant disciplinary violations. The selection process occurs during the spring semester on the basis of the college record at that point in time. Two or more students may be named co-valedictorians if their records justify it, though this happens only infrequently.

The student or students selected as valedictorian will be presented with an Allegheny College Valedictorian Medal, which they may wear at Commencement.

Academic Records; Academic Standing

Academic Records and Reports

Grade Reports

At the conclusion of the Fall and Spring Semesters, student grade reports are available on the student's Self-Service account. Students may request additional copies of their grade reports to be sent to designated person(s) by signing an Academic Records Release form available in the Office of the Registrar.

Transcripts and Student Records

A transcript is a copy of the official permanent student record that indicates attempted courses by title and number and the grades earned for those courses together with an explanation of the Allegheny grading system. The Office of the Registrar has responsibility for maintaining these records and for making copies of them available as transcripts. When current students wish official transcripts to be sent to other institutions, prospective employers, or themselves, they should submit a request through the link provided on Self-Service. Students who have graduated or withdrawn should submit requests directly via the TrancriptsPlus service http://www.credentialssolutions.net/. A fee of $7 is charged for official transcripts; additional fees may be assessed for expedited or express delivery. Printed, official transcripts are stamped with the signature of the Registrar in red ink; electronic delivery of official transcripts is also available. For current students, no transcripts are released from the day grades are due from the faculty for each semester until the day that all grades have been posted.

Unofficial transcripts are available to current students and their advisors through the College's Self-Service web page. These transcripts are intended only for use in scheduling classes and advising students; under no circumstances should they be considered an official record of students' academic performance.

Academic Standing

Academic Awards and Standards Committee

The Academic Awards and Standards Committee is responsible for reviewing the academic records of Allegheny students and, when appropriate, assigning an individual student to a particular Academic Standing category. By matriculating at Allegheny, students recognize the right of the Committee to determine their Academic Standing.

The membership of the Academic Awards and Standards Committee includes Allegheny faculty, students, and those administrators who assist students experiencing difficulty in their college work. All actions

concerning academic standing are taken after careful analysis of the individual student's level of achievement, aptitudes, study efficiency, and sense of purpose. At the end of each semester the Committee reviews the records of all students whose semester or cumulative grade point averages render them subject to one of the following Academic Standing Categories. Decisions regarding appeals of academic dismissal are made by majority vote of the faculty members of the Committee.

Grade Point Average

The cumulative grade point average includes all graded Allegheny courses, but does not include courses taken under the Credit/No Credit option or courses in which the student opted to withdraw ("x") or received an Incomplete or a "W." When a course is repeated, the credits and grade for the most recent attempt will be counted in the current cumulative average. However, for those courses that can be repeated for credit—for example, music ensembles—the credits and grades for each enrollment are included in computing the academic average.

Academic Standing Categories

Academic Warning

Academic Warning is assigned to students who have two consecutive semesters with a semester average below 2.0, but whose cumulative grade point average remains above 2.0. Students remain on Academic Warning until they achieve a semester grade point average over 2.0.

Academic Probation

Academic Probation is assigned to students at the conclusion of the first semester in which the cumulative grade point average falls below 2.0. Students remain on Academic Probation for one semester, at the end of which the student may be subject to dismissal or placed on Poor Academic Standing if the cumulative average remains below 2.0.

Poor Academic Standing

Students are placed on Poor Academic Standing if they have two or more consecutive semesters with a cumulative grade point average below 2.0 and if they have not been dismissed by the College. All students not on Poor Academic Standing are considered to be in good academic standing.

Students in their first semester at Allegheny College who receive a G.P.A. of 1.0 or below are eligible for academic suspension as discussed below. If not suspended, these students are placed on Poor Academic Standing and are subject to the following requirements: 1) to meet with a representative from the Maytum Center for Student Success; and 2) to work with that representative to create a plan to improve their academic performance. Students may also be required to enroll in no more than 12 credits during the next semester. Please note that students on Poor Academic Standing cannot participate in varsity athletics until their cumulative G.P.A. rises to a 2.0 and are not permitted to become members of the College Greek system until their G.P.A. meets the requirements outlined for Greek chapters.

Academic Suspension

Students placed on Academic Probation or Poor Academic Standing, and whose cumulative grade point average remains below 2.0 at the conclusion of their next semester at Allegheny, are suspended from the College unless they meet all of the following criteria: 1) they complete at least 12 credits; 2) they receive passing grades for all their courses; and 3) they achieve a semester grade point average of at least 2.0. Students who meet all of these criteria will not be suspended but will continue on Poor Academic Standing. For the purposes of satisfying the above criteria, grades of Incomplete (IN) and No Credit (NC) are not considered passing grades. Withdrawals from a course (grades of "X" and "W") are not considered in determining whether students have passed all of their classes, but any courses from which a student has withdrawn do not count towards the 12 credit minimum that students must complete to avoid suspension. Students whose grade point average is 1.0 or below at the conclusion of their first semester of attendance at Allegheny are also subject to academic suspension from the College. Academic suspensions take effect immediately following the completion of the Academic Awards and Standards Committee's review of all appeals (see "Appeals" below). Suspension at the end of the first semester of attendance at Allegheny is for a minimum of six months, and other academic suspensions are for a minimum of one calendar year.

Students approved to return after the specified time has elapsed will be placed on Poor Academic Standing upon their return. Students who are suspended are prohibited from taking Allegheny courses until they are readmitted to the College.

Students seeking to return from an academic suspension should submit a written request to the Registrar's Office by May 1 to return for the Fall term and by November 1 to return in the Spring. Students are encouraged to contact the Registrar's Office prior to these deadlines for assistance in preparing the request to return.

Academic Dismissal

If a student who has returned to the College after an academic suspension fails a second time to achieve the minimum GPA standard, the student may be dismissed from the College for poor academic performance. The final dismissal may occur at the conclusion of any semester subsequent to the return from an academic suspension, provided the cumulative average does not rise above 2.0. Academic dismissals take effect immediately following the completion of the Academic Awards and Standards Committee's review of appeals (see "Appeals" below). Academic dismissals are final, and a student who has been dismissed may not apply for readmission.

Appeals

Academic Warning, Academic Probation, and Poor Academic Standing are determined by grade point average and are not subject to appeal.

Academic suspensions and dismissals are initially determined automatically on the basis of academic performance as described above. Students are encouraged to appeal an academic suspension or dismissal if they can demonstrate the potential for success at Allegheny. To appeal, students must send statements specifically discussing recent academic performance, trends in grades, and any relevant personal

circumstances to the Registrar's Office. All materials related to an appeal of academic suspension or dismissal must be received by the date specified in the letter informing the student of the initial suspension or dismissal. Late appeals will not be considered. Students who successfully appeal will be permitted to enroll in classes but will be placed on Poor Academic Standing.

Transcript Notation

Academic Suspension and Academic Dismissal are noted on the transcript; Academic Warning, Academic Probation, and Poor Academic Standing are not.

Academic Resources, Regulations, and Policies

Academic Resources—The Maytum Center for Student Success

The Maytum Center for Student Success, located in Pelletier Library, houses academic support and advising services to create a "one-stop shop" for all students. It is dedicated to helping students thrive at all stages of their college careers.

The Maytum Center for Student Success' professional staff consult individually with students on study strategies such as time management, effective reading, and test taking; facilitate summer entrance advising; support the academic advising program with four-year course planning and help declaring a major/minor; and arrange accommodations for students with disabilities. Trained peer consultants assist students with writing, public speaking, and study in a variety of academic subjects.

For more information about the Maytum Center for Student Success, to pick up a tutoring schedule, or to make an appointment, stop by in person, call 814-332-2898, or visit the Maytum Center for Student Success Website: http://sites.allegheny.edu/learningcommons/.

Academic Regulations and Policies

The Semester Calendar

Allegheny divides the academic year into two semesters of 15 weeks each. A month-long break, beginning in late December, separates the semesters. Vacations occur during October, over Thanksgiving, and in March.

During semesters, classes typically meet two or three times per week for periods of 75 or 50 minutes, respectively. Associated laboratories are usually scheduled separately, although they may be scheduled at the regular class time if appropriate. Prior to registration, information about class times and examination periods for all courses to be offered is made available electronically to all students via *Self-Service*.

The Credit System

Most courses receive four semester credit hours, and, for a student enrolled for the usual full-time courseload of 16 credits, four-credit courses are designed to require no more than one-fourth of the time devoted by the student to academics. Some courses may receive one, two, or three semester credit hours.

Courses taught as Module (7-week) or as "short" (less than 7-week) courses should not generally exceed two semester credit hours. Matriculated, degree-seeking students must already be enrolled in order to add

a Module (7-week) or "short" (less than 7-week) course. Students must not have voluntarily withdrawn nor been dismissed or suspended from the College at the time at which they wish to add such a course.

Course Load

The usual academic load is 16 semester credit hours in each semester and 32 semester hours for the academic year. Students may take up to 20 semester hours per semester without special permission.

Class Standing

A student is considered to be a first-year student from the date of matriculation until the semester following completion of the 28th semester hour, when the student becomes a sophomore. A student becomes a junior in the semester following completion of the 60th semester hour, and a senior in the semester following completion of the 92nd semester hour.

Class Attendance Policy

Students are expected to attend class regularly and communicate with their instructors about absences in a timely fashion. The following guidelines govern class attendance at Allegheny College.

1. With the exception of official medical excuses (described in section 6 below), students are permitted to be absent from class only with the approval of the instructor. Unauthorized absences may result in grade penalty or other consequences at the discretion of the instructor. Course instructors are required to state their attendance policy at the outset of the course. Religious holidays and illness or death of a family member are generally recognized as legitimate reasons to miss class, although students should be prepared to provide documentation.
2. On occasion, college-related activities will conflict with class meetings. Faculty are not required to excuse students for these activities; however, many faculty are willing to make reasonable alternative arrangements for students who provide advance notice of anticipated absences, take responsibility for completing missed work, and make every effort possible to reduce disruption to the course as the result of their absences.
3. Sponsors of college-related activities should make every reasonable effort to avoid planning events that will conflict with class schedules. In addition, sponsors of these activities should provide notice to student participants and to faculty of anticipated absences at the earliest possible date. These notices will typically come from coaches in case of athletic conflict and from the Dean of Students Office in all other cases.
4. Students should take responsibility for providing advance notice of absences, for acquiring information or course materials distributed during the missed class meeting(s), and for completing make-up assignments.
5. Students should discuss potential conflicts with faculty advisors when planning for course registration and attempt to schedule class times that will not interfere with legitimate college activities whenever possible, keeping in mind that completing required courses is always the most important consideration.

6. Official medical excuses from academic requirements such as tests, examinations, quizzes, laboratories, reports, papers, and other assignments are governed by the following policy.
    - The illness or injury must be one which has been determined by medical authority to require bed rest for a period not less than 24 hours, immobilization, or treatment that can only be scheduled in conflict with class or laboratory work.
    - Excuses for courses requiring physical activity are issued for medical problems which will prohibit participation.
    - Illness or injuries are to be diagnosed and/or treated either by the College physician or at a recognized medical facility off-campus. The staff of the Winslow Health Center will confirm diagnosis or treatment within 24 hours following, but not at a later time.
    - If students receive treatment off campus and believe that a medical excuse may appropriately be given, they should request written confirmation of the treatment before leaving the facility where it is given.
    - The Winslow Health Center does not provide official medical excuses for common complaints such as simple respiratory infections or colds, pulled muscles, headaches, and the like. Students should communicate directly with faculty about situations where classes are missed due to a minor illness.
    - Section 1 above permits faculty the discretion to set a more permissive medical excuse policy for their individual course.
7. Questions about this policy should be referred to the Office of the Registrar.

This policy is under the purview of the Academic Awards and Standards Committee. Changes are subject to a vote of the Faculty.

(April 2019)

Tests, Papers, and Examinations Policy

A. General Principles Governing Culminating Assignments

1. All regularly scheduled classes must include a culminating assignment in the form of a final written exam, written assignment, oral exam, or comparable activity. Exceptions are permitted only with the approval of the Provost.
2. The exam time for a course is designated by letter code in the course information posted on Self-Service. The schedule of final examinations for the ensuing academic year is included in the Academic Calendar published online by the Registrar's Office.
3. Examination periods are three hours in length. Students shall be given the full three hours to complete a final exam unless the syllabus specifies a shorter time period. However, students granted extra time for accommodations shall receive any additional time to which they are entitled.
4. The time and date that an alternative final assessment, such as a term paper or take-home final, is due should be stated in the syllabus and must be no earlier than the starting time of the scheduled final for the course.

B. Principles Governing the Timing of Tests and Examinations

1. All hour-tests should be scheduled as soon as possible in the semester; they should be announced to classes at least a week before they are given.
2. No hour-test or final written examination may be given during the last five weekdays before classes end in any semester. Hour-tests and final examinations may not be given on study days.
3. If a written assignment is used in place of a final examination, in no case should an instructor require a student to hand in the written assignment before the time period originally scheduled for the final examination of that course. If no final examination period has been scheduled for a course, the written assignment may not be due prior to noon on the second day of examinations.
4. After an hour-test or examination has been taken by a student, no re-examination is permitted. This regulation should not be construed as prohibiting the retaking of hurdle examinations under self-paced instructional systems such as the Keller method.

C. Principles Governing Take-Home Examinations

1. Instructors should make clear the ground-rules for take-home tests given during and at the end of the semester: the amount of time allowed for the writing of the examination, whether the examinations are to be taken with open or closed books, whether or not students are allowed to collaborate and the nature of that collaboration, and when the examinations are due.
2. Out of fairness to students who must allocate study time among several courses, the time required for students to prepare and complete take-home examinations should be comparable to the time spent studying for and taking in-class examinations.
3. Take-home finals may be handed out during the last week of classes. In no case should an instructor require a student to hand in a take-home examination before the time period originally scheduled for the final examination of that course. If no final examination period has been scheduled for a course, the exam may not be due prior to noon on the second day of examinations.

D. Principles Governing Culminating Assignments for Module A and Module B courses

1. Module A courses shall follow the principles outlined here to the maximum extent possible, recognizing that many of the principles assume a final examination period at the end of the full semester.
2. Final examinations in Module A courses shall be scheduled in advance by the instructor to take place in the eighth week of the semester. As this overlaps with both full semester courses and Module B courses, it is not possible to centrally schedule exam times. Given this, Module A instructors may need to schedule several final examinations to accommodate complex student schedules, but every effort should be made to find one, common final exam period.
3. For Module A courses, ONLY final written exams, written assignments, oral exams, or comparable activity may be scheduled in the eighth week of the semester; regular class sessions may not.
4. Module B courses are subject to all the principles outlined for full semester courses.

E. Principles Governing Exceptions to Final Examination Schedules

Students are required to arrange travel and vacation plans to allow them to take all exams at the scheduled time.

Exceptions are permitted only in the following circumstances:

1. Three final exams scheduled for the same day.
2. A documented disability for which the appropriate accommodation requires a change in exam time.
3. A required religious observance that might limit a student's ability to perform on a final examination.
4. Extraordinary extenuating circumstances.

Special examinations shall only be given after careful consideration of the circumstances presented by the student. All requests for exam changes should be made prior to the last week of classes. Requests for exam changes after this date shall only be considered in cases of unforeseen personal or family emergencies.

Rationale:

1. Undue strain is placed on the Honor Code when multiple examinations are administered at multiple times.
2. Undue pressure is placed on faculty to be available for an additional exam administration and possibly to construct a different version of the exam. In the latter case, consistency in exam difficulty and grading becomes a concern.
3. Inconsistency among individual faculty policies creates real and perceived unfairness in how students are treated, and leniency by one faculty member places pressure on other faculty members to do the same.
4. Some exams are simply not amenable to multiple administrations. (Example: lab practicums, final presentations).

Additional Information

1. Three final exams scheduled for the same day.

Students requesting an exception under #1 above should contact the instructors of ALL of the courses in which they have examinations on the same day AND the Office of the Registrar so that a fair decision may be made as to which examination to reschedule. Both the course instructor and the Registrar would need to agree that an exception is warranted in the particular case. All requests for exam changes should be made prior to the last week of classes. Requests for exam changes after this date shall only be considered in cases of unforeseen personal or family emergencies.

2. A documented disability for which the appropriate accommodation requires a change in exam time.

Students with a documented disability are encouraged to discuss any accommodations to which they are entitled with the course instructor early in the semester. If the need arises to request taking the final examination at a time other than that indicated in the Academic Schedule, students must receive approval

from the course instructor. If necessary, the instructor may consult with the Office of Disability Services and/or the chairperson of the department in which the student is requesting the time exception. All requests for exam changes should be made prior to the last week of classes.

3. A required religious observance that might limit a student's ability to perform on a final examination

Students requesting an examination schedule change due to a required religious observance are encouraged to discuss the matter with the course instructor early in the semester. Students whose required religious observance would impede their ability to perform on a final examination may request faculty to make reasonable accommodations. For example, students who are fasting may request permission to take a final exam at a time when they are well fed and hydrated in order to perform at their best. The Office of Spiritual and Religious Life will annually publish a list of possible conflicts between Module A and semester final examinations and religious observances on its website. If necessary, the instructor may consult with the Office of Spiritual and Religious Life and/or the chairperson of the department in which the student is requesting the time exception. All requests for exam changes should be made prior to the last week of classes.

4. Extraordinary extenuating circumstances.

Students requesting an exception under #4 above should contact the instructors of ALL of the courses in which they wish to request an exception due to extraordinary extenuating circumstances AND the Office of the Registrar so that a consistent decision may be made as to the request. Both the course instructor and the Registrar would need to agree that an exception is warranted in the particular case.

Circumstances Which Are Usually Not Approved:

- Two exams are scheduled for the same day.
- The student is offered a ride home before a scheduled exam time.
- The student claims the need to begin a job or program before a scheduled exam time. In the past, this reason has not been acceptable for the changing of an exam unless the employer wrote or called indicating that the date was a definite factor relative to the employment of the student.

Circumstances Which Have Normally Received Approval:

- Various unique requests relating to physical and mental health. (Example: sickness of mother, father).

This policy is under the purview of the Academic Awards and Standards Committee. Changes are subject to a vote of the Faculty.

(May 2019)

Grading System

Student grades are reported on either a letter-grade basis or a Credit/No Credit basis:

Letter Grades

A	4.00 grade points - Excellent
A-	3.70 grade points
B+	3.30 grade points
B	3.00 grade points - Good
B=	2.70 grade points
C+	2.30 grade points
C	2.00 grade points - Fair
C-	1.70 grade points
D+	1.30 grade points
D	1.00 grade points - Passing
F	0.00 grade points - Failure
W	Withdrawal from a course under extenuating circumstances
X	Student-Initiated withdrawal from a course
FS	Failed, Stopped Attending
FN	Failed, Never Attended

Credit/No Credit

CR	Credit
NC	No Credit

Other

The following notations are also used in reporting student work:

GP	Grade Pending
L	Leave of Absence granted during the semester
IN	Incomplete

WC	Withdrawal from the College during semester

(Revised 25 April 2024)

Grade Changes

Assessing student work and assigning grades is a primary faculty responsibility. Faculty have the right to substantial autonomy in assigning grades, within the policies they set for their classes and applicable College policies. The utmost care should be taken to ensure that grading is accurate, fair, and based on grading criteria (see Section 9.1.3.7 for recommendations on grading criteria in syllabi).

On rare occasions, errors in grading are discovered by faculty or students after grades are posted. On even rarer occasions, students may have concerns about grading that do not fall within the parameters of the faculty-initiated grade change policy (Section 1 below). The policy outlined below governs the circumstances under which grade change requests may be made and the procedures for doing so.

Students should be advised that filing a formal grade change request, that is, beyond the level of the instructor, is serious, and should be avoided until all informal methods of resolution have been used.

The decision of the Provost to change or not change a grade in the circumstances outlined below is final, and will either be made upon recommendation of the faculty involved, or if there is clear evidence that the standards listed above of accuracy, fairness, and application of grading criteria have not been met.

I. Grade Change Originated by Faculty

Faculty may request that a previously recorded course grade be changed only: (a) in the case of a demonstrable mathematical error in the compilation or recording of a grade; (b) where it is brought to the attention of the faculty member that they inadvertently misapplied College policy in a way that affected grading; or (c) in the case where documented, extraordinary, extenuating circumstances are brought to the instructor after the deadline for grade submission. Such circumstances brought to the instructor prior to the deadline for grade submission should be evaluated according to the policies for "Grades of Incomplete" or "Withdrawals for Extenuating Circumstances." All faculty requests for grade changes must be approved by the Provost and Dean of the College, whose decision in the matter is final. Within fourteen days of receiving the faculty request to change a grade, the Provost shall determine the outcome of the case, and communicate that to the student and instructor.

II. Grade Change Originated by Student

A student with questions about their evaluation in a course is expected to first consult with the faculty member instructing the course. Many such questions can be resolved via a conversation between student and instructor.

If further consultation is necessary, the student should write a formal appeal to the chair of the academic department or program in which the course is offered. In their appeal, students should include the nature

of their concern, supporting evidence when available, the result of the previous conversation with the course instructor, and the resolution requested. If the faculty member instructing the course is also the chair of the academic department or program, then the student should direct their appeal to the Provost and Dean of the College.

The chair of the academic department or program should review the student appeal, consulting further with the student and instructor(s) as necessary. Within fourteen days of receiving the student appeal, the chair should make a written recommendation to the Provost about the matter. Within fourteen days of receiving the chair's recommendation, the Provost shall determine the outcome of the case, and communicate that to the student, instructor, and chair.

The decision of the Provost is final and no further appeal is possible.

III. Timing of Grade Changes

All requests for review must be initiated within sixty days of the date that the final grade was posted to a student's record. So long as the request is initiated within sixty days, the review and final decision may exceed that timeframe. However, grades cannot be changed after a student's degree has been posted and they have graduated.

IV. Conflicts of Interest

In cases where a conflict of interest exists on the part of the chair of an academic department or the Provost, they must recuse themselves from the process. The chair would be replaced by a faculty member in their department, ideally a former chair, and the Provost would be replaced by the Associate Provost or an academic dean.

This policy is under the purview of the Academic Awards and Standards Committee. Changes are subject to a vote of the faculty.

(April 2021)

Credit ("CR")/No Credit ("NC")

Students may elect to take up to four credit hours per semester on the Credit/No Credit basis, but may not present for graduation more than 16 credit hours of their coursework on this basis. This does not apply to courses for which Credit/No Credit is the only grading option.

First time and transfer students in their first year of study at Allegheny College who wish to take a 14-week course on the Credit/No Credit basis must obtain their advisor's approval and submit the appropriate request to the Registrar's Office by the first day of the tenth week of the semester. Students who wish to do so in a 7-week course have through the first four weeks of the course.

Students past their first year of study at Allegheny College, who wish to take a course on the Credit/No Credit basis must obtain their advisor's approval and submit the appropriate request to the Registrar's

Office by the end of the second week of classes for 14-week courses or, for 7-week courses only, by the end of the second week of the module.

Students are cautioned that some courses may not be taken using this option. Courses not eligible for the Credit/No Credit system are so indicated in their course descriptions. Courses taken CR/NC will not earn Distribution Requirements.

Credit, "CR," will be awarded for course performance equivalent to, or higher than, a passing letter grade, "D." No credit, "NC," will be awarded for course performance equivalent to a failing letter grade, "F."

This policy is under the purview of the Academic Awards and Standards Committee. Changes are subject to a vote of the faculty.

(Revised 25 April 2024)

Grades of Incomplete

Faculty stipulate grades of Incomplete ("IN") when they believe that extenuating circumstances preclude completion of the work on time by the student. The student is responsible for providing evidence for the extenuating circumstances to the satisfaction of the faculty member, who has sole authority to grant the Incomplete. Incompletes are awarded with the expectation that the work will be completed by the student in a timely fashion. When instructors submit a grade of Incomplete, they must also submit the grade that will be awarded should no further work be submitted by the student. The instructor should formulate a plan for timely completion of the incomplete work, and this plan should be addressed in the Academic Performance Report the instructor submits explaining the Incomplete grade and specifying a tentative grade.

Examples of circumstances in which an Incomplete is appropriate include, but are not limited to, serious illnesses or injuries that preclude a student from finishing work for a course; cases where the course grade depends on the outcome of an Honor Code hearing; or death of an immediate family member. An Incomplete should not be assigned when a student simply fails to turn in a final exam or project, nor when there is little likelihood that the student will be able to make up a large quantity of incomplete work (due, for example, to prolonged illness); in the latter case a Withdrawal for Extenuating Circumstances may be more appropriate (see "Withdrawing From a Course").

After appropriate consultation with the student, the instructor will determine the date by which incomplete work must be completed. In all cases, the work must be completed no later than 30 days after the first day of classes of the semester or summer session in which the student is next registered. Students who have an "IN," but do not register in a subsequent semester or summer session, must complete the work within 12 months. Extensions to these deadlines may only be granted by the Provost or designee. If no information is provided by the instructor by the end of the 12 months, the grade that was originally submitted at the time the "IN" was assigned is posted to the transcript.

When the instructor submits the completed grade to the Registrar, this completed grade is posted to the transcript and calculated into the grade point average for the semester in which the student was registered

for the course. If no completed grade or other communication is received by the Registrar from the faculty member, the grade that was originally submitted at the time the "IN" was assigned is posted to the transcript and calculated into the grade point average.

Repeated Courses

With the exception of the First-Year/Sophomore Seminars, students may repeat courses at Allegheny, provided the courses are offered again. Whenever a student repeats a course, the academic record and transcript will reflect all course enrollments and the grade earned for each enrollment. From the time of completion of a repeated course forward, only the credit and grade for the most recent attempt will be counted in computing grade point averages. (However, for those courses that can be repeated for credit—for example, music ensembles—the credits and grades for each enrollment are included in computing the academic average). If a student withdraws from a repeated course, the academic record and transcript will include the withdrawal, and the grade previously earned will continue to be counted in computing grade point averages. Students may repeat a course initially taken on the graded basis for Credit/No Credit; however, Credit ("CR") must be earned or the grade previously awarded will continue to be counted in computing grade point averages. In the event a student receives a grade of Incomplete ("IN") for a repeated course, the grade previously earned will continue to be counted in computing grade point averages until such time as the student completes the coursework and a final grade has been submitted.

Consortial Course Policy

Allegheny College students may take online, consortial courses through our partnership with Acadeum. A consortial course will count as an Allegheny course. While consortial courses are offered by a different college or university, they are deemed as fully equivalent to a specified Allegheny course. As such, the course will appear on the student's Allegheny transcript as an Allegheny course (though these courses will be designated "Acadeum" in order to indicate that the course was not actually taken at Allegheny), and the grade that a student receives in a consortial course will impact the student's Allegheny GPA. Please note that all grades for completed consortial courses, including grades of F, will count towards a student's Allegheny GPA.

Consortial courses will not count towards the academic residency requirement that a minimum of 64 credits be taken in residence at Allegheny. Consortial courses will require a waiver to be considered part of the last 16 credits presented for graduation, and do need a waiver of the concurrent enrollment policy if the student is registered for Allegheny courses in the same semester as Acadeum courses. Consortial courses may not count towards the requirement that students must complete at least 8 credits towards a minor in academic residence at Allegheny College.

Consortial courses that have a specific Allegheny equivalent (e.g., COMM 120) will count for distribution and other requirements as though they were the Allegheny course. Consortial courses that do not have a specific Allegheny equivalent (e.g., COMM 3CN) may be counted towards major and minor requirements at the discretion of the department or program chair. These courses will not count towards distribution unless approved through the Curriculum Committee exception process. Students should be aware,

however, that many Allegheny requirements are specified as needing four credits, so a three-credit consortial course might not fully satisfy a specific requirement.

This policy is under the purview of the Academic Awards and Standards Committee. Changes are subject to a vote of the faculty.

(April 2021)

Course Classification and Numbering

Course Classification and Distribution Requirements

Programs (majors and minors) are grouped into the following six areas of study:

Interdisciplinary Studies

Black Studies, Community and Justice Studies, Data Science, Education Studies, Energy and Society, Environmental Science and Sustainability, Global Health Studies, Healthcare Management, Informatics, International Studies, Jewish Studies, Latin and Caribbean Studies, Middle East and North African Studies, Public Humanities, and Women's, Gender, and Sexuality Studies

Languages, Literature, and Culture

Arabic, English, French, German, Journalism and Documentary Storytelling, Spanish

Mathematics and Natural Sciences

Astronomy, Biochemistry, Biology, Chemistry, Computer Science, Mathematics, Neuroscience, Physics, Software Engineering

Social and Behavioral Sciences

Business, Economics, Political Science, Psychology

Values and Societies

Communication and Media, History, Philosophy, Religion in American Life

Visual and Performing Arts

Art, Science, and Innoovation, Dance and Movement Studies, Filmmaking, Industrial Design, Music, Studio Art, Theatre

The General Education requirements are satisfied by taking one course (four credits) that covers each of the eight Distribution Requirements. Courses that satisfy each Distribution Requirement are indicated in the course description using the following letter codes:

- CL: Civic Learning
- HE: Human Experience
- IP: International and Intercultural Perspectives
- ME: Modes of Expression
- PD: Power, Privilege, and Difference
- QR: Quantitative Reasoning

- SB: Social Behavior and Institutions
- SP: Scientific Process and Knowledge

Courses for which no codes are listed do not satisfy any Distribution Requirements; these include FS courses, Junior Seminars, Internships, and Senior Projects as well as Special Topics courses numbered in the 90's (see "The Numbering System," below).

The Credit System

All courses carry four semester hours of credit unless otherwise specified in the course description.

The Numbering System

Courses have a prefix of up to 5 letters that designates the program a course is associated with (i.e. BLKST for Black Studies, WGSS for Women's, Gender, and Sexuality Studies, etc.) followed by a number. Courses are numbered as follows:

001–299: Primarily for first-year students and sophomores

- **190–199***: Special topics, primarily for first-year students and sophomores, offered once or twice.
- **290–299***: Special topics, primarily for first-year students and sophomores, offered once or twice.

300–589: Advanced, primarily for juniors and seniors

- **390–399***: Special topics, advanced level, offered once or twice.
- **490–499***: Special topics, advanced level, primarily for juniors and seniors, offered once or twice.
- **500–539**: Undergraduate internships
- **540–549**: Internship seminars
- **550–589**: Junior/Senior seminars

590–593: Supervised independent work (see specific descriptions below). On rare occasions, a course numbered in the 590 range may be a student's only option for completing a College curricular requirement. In such cases, the instructor should contact the Registrar *before* the course begins and must document how the course satisfies the intention of the requirement it will be used to fulfill.

590 Independent Study
An independent study or research experience. The student independently pursues a topic or project of interest with guidance from a faculty member. Students meet one-on-one with the faculty mentor on a regular basis and also complete independent readings, laboratory work, or comparable activities. Credit: One to four semester credit hours. *Prerequisite: permission of instructor.*

591 Group Study
Group study or research with faculty guidance. A group of students meets together with a faculty member on a regular basis to pursue a topic in depth. Students typically complete a set of common

readings and assignments. Credit: One to four semester credit hours. *Prerequisite: permission of instructor.*

592 Teaching in the Elementary or Secondary Schools
A field experience in education during which students work with teachers and students in elementary or secondary schools. Relevant readings, as well as discussions with the instructor and the supervising teacher, provide the background and context for the fieldwork. Students are required to keep a reflective journal and to complete a culminating project based on their experiences in the classroom. Credit: Two to four semester credit hours. *Prerequisite: permission of instructor.*

593 Peer Mentoring
Structured work to enhance learning by other students who are enrolled in a regular course. To receive academic credit, peer mentors are expected to complete assignments other than those assigned in the course and to reflect on the peer-leadership experience. Credit: One to four semester credit hours. *Prerequisite: permission of instructor.*

600–630: Senior Project
Registration for the senior project requires instructor permission in all cases.

- **600**. First semester of two-semester senior project. Credit: One to four semester credit hours; varies by department.
- **610**. Second semester of two-semester senior project. Credit: One to four semester credit hours; varies by department.
- **620**. One-semester senior project. Credit: four semester credit hours.
- **630**. One-semester senior project offered in a seminar format. Credit: four semester credit hours.

"Community Engaged" Course Section Designation

Courses with Section Numbers designated as "E" indicate that the course has a required community engagement component. These courses are designated as an "E" in order to help students make informed decisions about the courses that they select. The "E" courses have received this designation by fitting with the following criteria.

- *Criterion 1***:** Integrated Learning: The engagement activity(s) and the course content/learning objectives complement each other. The learning experience involves interactive partnership with community through students working directly with community members, organizations, and/or issues.
- *Criterion 2***:** Identified Community Issues and/or Needs: The engagement activity(s) implemented within the course correlates to a community need or issue – it is imperative that the community needs are identified by or in collaboration with the community partner.
- *Criterion 3***:** Reflection: Students reflect, through written work or other forms of evaluation, on the application of the engagement activity(s) as they relate to the course content.

- *Criterion 4***:** Course Pedagogies: Course utilizes an engaged pedagogy such as: Issue/Problem/ Policy-Based Learning, Service-Learning or Community-Based Learning, Action Research or Community-Based Research, Public Scholarship.

Questions about designating a course as E should be directed to the Civic Engagement *Ad hoc* Committee.

Course Registration

The normal process of preregistration for continuing students is online through *Self-Service* during the published preregistration period. Using *Self-Service*, advisors may grant approval for advisees to register. Once students have obtained advisor permission, they may register for courses electronically. For certain courses, a student may be required to request permission to enroll from the instructor to register for a course. First-year students register for fall semester courses during the summer advising period for new students.

Students may complete or change their registration during the College course change periods (see "Adding and Dropping Courses"). Students must complete their registration for all courses for which they seek credit by the end of the change period. Students who are currently enrolled in an approved study away or visiting student program should consult with their advisor and the Registrar. Students granted a Leave of Absence who have been approved to return by the Office of the Dean of Students, and who have notified the Office of the Registrar of their intent to register in person, may also register during the registration period. Other re-entering and transfer students may register for the fall semester during Orientation in August.

Adding and Dropping Courses

Students may add and drop Fall or Spring 14-week courses through the first two weeks of the semester. Students may add and drop Fall or Spring seven-week courses through the first two weeks of the module in which the course is offered. Students may add and drop Fall or Spring "short" (less than 7-week) courses through the first week of the period in which the course is offered, as posted on Self-Service, or the last day of the posted period of the course, whichever is sooner. Students may add and drop Summer semester courses through the first business day of each of the summer terms. The add/drop deadlines for each semester are published as part of the Academic Calendar, which is published online at: http://sites.allegheny.edu/registrar/academic-calendars/.

Courses may be dropped online via Self-Service until the published deadline. Courses dropped will not appear on the official transcript but will appear, as appropriate, on the academic record maintained by the College. When planning to replace a dropped course by adding a different class, students are advised not to drop the former class until registration in the new class has been secured.

Unrestricted, open courses may be added online whenever: 1) *Self-Service* is open to add courses for that semester; and 2) the student meets all eligibility requirements for registration at that time. Once classes begin, students must secure the permission of the instructor to add any class until the published deadline. *Please be aware that, after a class starts, instructors will become increasingly reluctant to admit additional students.*

Withdrawing From a Course

A student who wishes to withdraw from *all* courses during a semester should take a Leave of Absence or withdraw completely from the College; see the sections on "Leaves of Absence" and "Withdrawal From the College and Readmission."

Courses may be dropped online via *Self-Service* during the first two weeks as described above under "Adding and Dropping Courses." Once the drop deadline has passed, withdrawals are noted on the transcript as described below.

Student-Initiated Withdrawal ("X")

Students may withdraw from a 14-week course without grade penalty through the first day of the tenth week of the semester. Students may withdraw from a 7-week course through the first four weeks of the course. Students may not use a Student-Initiated Withdrawal ("X") for a Fall or Spring short (less than 7-week) course or from a Summer course. Such a withdrawal will be denoted on the official transcript with a grade of "X," but the course will not be included in the calculation of the student's GPA. A student contemplating a student-initiated withdrawal must consult with an academic advisor and course instructor. The advisor and instructor must complete the Student-Initiated Withdrawal process to verify that students have discussed their plans to withdraw from the course. The request for Student-Initiated Withdrawal must be submitted to the Registrar's Office by the deadline published in the Academic Calendar, which is available online at: http://sites.allegheny.edu/registrar/academic-calendars/. Students may take a student-initiated withdrawal for at most one course in a single semester and at most four courses during their studies at Allegheny.

Withdrawal for Extenuating Circumstances ("W")

If, as a result of extraordinary extenuating circumstances, a student wishes to withdraw from a course after the appropriate course registration change period has expired (see "Adding and Dropping Courses," above), the student may ask the instructor to grant a Withdrawal for Extenuating Circumstances ("W"). Such a Withdrawal can only be granted to a student whose performance has been significantly affected by unexpected circumstances beyond the student's control. For example, a Withdrawal for Extenuating Circumstances may be granted in the event of a prolonged serious illness, or if there is a serious and incapacitating change in a student's family situation. A Withdrawal cannot be granted simply for poor academic performance or failure to attend class, nor will it be granted when a Student-Initiated Withdrawal ("X") is appropriate. The student is responsible for providing evidence of extraordinary extenuating circumstances to the satisfaction of the faculty member, who has sole authority to grant the Withdrawal. When such a request is granted, the student's transcript will show a grade of "W." This grade will not be included in the calculation of the student's grade point average.

Internship Registration

All students seeking academic credit for an internship must obtain faculty approval and should register for the internship prior to beginning the internship experience. Students are not permitted to register retroactively for an internship experience after the work with the community partner has already been completed. The student's transcript will reflect internship enrollment for the semester or summer session in which the student actually participates in the internship experience.

Information on possible internships is available from the Career Education. Students interested in participating in an internship experience that is not listed as a departmentally sponsored internship should consult with their academic advisors and Career Education. Career Education can also provide information on non-credit-bearing internships; these do not include an academic component but may be listed on students' resumes as employment experience.

Curricular Options

Junior College Articulation Agreements for Transfer Students

American Honors Program

Allegheny College is a partner with the American Honors program that facilitates the transfer of students from a selected group of outstanding community colleges to complete their bachelor's degrees at Allegheny. American Honors advisors assist students in selecting community college courses that will prepare them for the rigor and the specific requirements of their intended programs at Allegheny. Interested students are encouraged to contact American Honors (https://americanhonors.org/) or Allegheny Admissions (admissions@allegheny.edu) for more information.

Jamestown Community College

Allegheny College is a partner with Jamestown Community College, Jamestown, NY, in an agreement that facilitates the transfer of students from the AS Environmental Science degree at Jamestown to the Environmental Science and Sustainability bachelor's degree at Allegheny. Allegheny guarantees acceptance of JCC students who graduate with an AS Environmental Science degree and a minimum JCC cumulative GPA of 2.8. Those who transfer 60 or more credit hours will have junior standing. Allegheny College will accept in transfer toward meeting requirements for the Environmental Science and Sustainability degree all courses required for the AS Environmental Science degree for which a minimum grade of C was earned. Students who meet these transfer course requirements will have the opportunity to earn the Environmental Science and Sustainability degree in four semesters at Allegheny College. Allegheny College will accept a maximum of 64 credits in transfer. Interested students should contact the JCC Department of Environmental Science (https://www.sunyjcc.edu/program-offering/environmental-science#/) or Allegheny Admissions (admissions@allegheny.edu) for more information.

Community College of Baltimore County

Allegheny College is a partner with the Community College of Baltimore County, Baltimore, MD in an agreement that facilitates the transfer and transition of graduates from the Community College of Baltimore County Honors College into Allegheny College. This agreement will allow students to earn college credit at CCBC that will transfer into Allegheny College and towards the completion of a bachelor's degree of the student's choice. Allegheny guarantees acceptance of CCBC students if they complete the CCBC requirements as a member in good standing, meet all Allegheny College admissions requirements, and fulfill the requirements specified in the agreement. Interested students should contact Nicole Zampino Zairi (nzairi@ccbcmd.edu) at CCBC or Allegheny Admissions (admissions@allegheny.edu) for more information.

Internships

Undergraduate internships are available through academic departments for students with appropriate backgrounds. These internships are designed to serve two major purposes: first, to provide an opportunity for study and experience outside the traditional setting of classroom and laboratory, yet within the framework of disciplined inquiry; and second, to provide a special opportunity for the participants to refine their emerging professional/career interests. Some established internships are briefly described under sponsoring departments. Interested students should contact the listed faculty liaison for more information; not all internships are available each semester.

Registration for internships should be completed prior to participation in the internship; see Internship Registration under "Course Registration" for details. In order for an internship to be credit-bearing and, thus, listed on a student's academic transcript, it must require a level of work comparable to a regular Allegheny course with the same number of credit hours. In particular, such an experience must involve academic research, regular reflection, and a final project or presentation evaluated by the supervising Allegheny faculty member.

Study Away Programs

Allegheny recognizes the enormous value of off-campus study and is proud to offer a variety of programs and services to its students in order to facilitate participation in such opportunities. Allegheny students have studied in almost every corner of the world through programs that lasted only two weeks to programs that lasted almost a year. Detailed information regarding all off-campus study programs is available from the Maytum Center for Student Success.

Allegheny-Sponsored Programs

"Allegheny-sponsored program" indicates that Allegheny participants in these programs are charged Allegheny rates for program costs, and Allegheny financial aid, with the exception of work-study, can be applied to program costs. The program fee always includes Allegheny tuition. Depending on the program, the program fee will either include room and board, in which case students will be charged the assigned Allegheny room and board rates. If the program fee does not include room and board, students will pay room and board charges directly to the host institution.

International Programs

- **Argentina: CIEE Liberal Arts Program CIEE Global Institute in Buenos Aires**
  In this program, students take specialized courses at in a variety of disciplines taught by experts in various academic fields and taught exclusively to CIEE students. In addition, students are required to enroll in direct enrollment courses within academic departments and faculties at the Universidad de Buenos Aires (UBA), Universidad Catolica Argentina (UCA), and the Universidad Nacional de Arte (UNA). This arrangement allows CIEE students to combine the

specialized, more personalized "think tank" atmosphere of the CIEE Global Institute with the vibrant and challenging Argentine university life of UBA, UCA, and IUNA. Given the acknowledged excellence of the faculty and the wide range of course offerings, the CIEE program is suitable for students with very strong language skills. All courses are taught in Spanish.

- **Australia: James Cook University, Townsville**
  Students enroll in regular university courses at the UCJ townsville campus where over 140 subjects are offered. Students reside in on campus housing.
- **China: CIEE Intensive Chinese Language Program in Beijing**
  Students engage in intensive study of the Chinese language along with cultural excursion and extracurricular activities. Study takes place at CIEE Beijing and Peking University with the school of Teaching Chinese as a Second Language. College level Chinese required. Students should consult with the Chair of the Department of World Languages & Cultures regarding transfer of language credits earned abroad.
- **China: CIEE Chinese Business, Language, and Culture Program in Shanghai**
  Suitable for students with no previous background in the Chinese language, this program offers course options in Chinese language, economics, and political science and the option for an internship or directed research with a faculty member. Students study at CIEE Shanghai, which is located on East China Normal University's Putuo campus. Students should consult with the Chair of the Department of World Languages & Cultures regarding transfer of language credits earned abroad.
- **Costa Rica: SFS Sustainable Development Studies in Atenas**
  An interdisciplinary program designed to help students discover and understand the complexities of environmental, social and economic issues in Costa Rica. Students take a spanish language and culture course along with directed research. Students live in dormitories at the SFS center
- **Costa Rica: CIEE Tropical Ecology and Conservation in Monteverde**
  Program students engage in a structured curriculum including field work and research, taught in English. Courses are centered around tropical biology and ecology.
- **Denmark: DIS Copenhagen**
  DIS Copenhagen offers 27 programs and electives across 70 disciplines, with particular interest for Allegheny students in Architecture and Design; Graphic Design; Furniture Design; Art and Visual Culture; Prostitution and the Sex Trade; and Computer Science. Courses are conducted in English. All DIS students select a program in order to define a focus for their semester. Their program is determined by a core course that includes two study tours: a week-long trip to a European destination outside of Denmark/Sweden, and a three-day sojourn to a more regionally contiguous location. Both tours are led by the students' core faculty, and integrated into the core course curriculum. Students have options to live with other DIS and local students or in a homestay.
- **Ecuador: MSID International Development**
  Students with intermediate to advanced Spanish language skills study at the MSID center in Quito for seven weeks and participate in either an internship or research project for 6 weeks. Students choose a theme of study from entrepreneurship, health, human rights or sustainability. Courses focus on language and international development and are taught in Spanish.

- **England: Lancaster University, Lancaster**
  Students directly enroll in regular university courses available to study abroad students. Housing is in on-campus residence halls.
- **England: Queen Mary University of London**
  Students enroll directly alongside an incredibly diverse undergraduate student body in the hip and artsy neighborhood of East London. QMUL has fourteen academic schools and 950+ modules (courses) available to study abroad students. Their academic strengths in the Humanities and Social Sciences, Science and Engineering and specifically in English, Drama, Business, Economics, Psychology, Computer Science, and Biochemistry make it an excellent match for Allegheny's study abroad students. They have tailored programs for visiting students in English and Drama. The program gives students the option to be placed in a credit bearing internship at an organization in London to gain international work experience. QMUL is a residential college and houses students within its self-contained campus in East London.
- **France: Boston University, Paris Internship Program**
  Program students take intensive French language & area studies courses together for eight weeks, then engage in internships related to their major for seven weeks; college level French required.
- **France: CIEE Liberal Arts in Rennes**
  An immersion program where students focus on French language and culture. Students with advanced language skills may enroll directly in one or two courses at the Université Rennes II. All courses taught in French; college-level French required.
- **France: CIEE Business and Culture in Toulouse**
  Students enroll in a French language course at the appropriate level (beginner- through advanced-level courses available) alongside courses in French culture, International Business, and a wide variety of other disciplines including an optional internship. Along with courses at CIEE Toulouse, students may take courses at the Toulouse Business School and the Institut Catholique de Toulouse. Courses taught in both French and English.
- **France: CIEE Language and Culture in Toulouse**
  Students enroll in a French language course at the appropriate level (beginner-advanced-level courses available) alongside courses in French culture and a wide variety of other disciplines. Courses taught in both French and English. Students also have the option to take elective courses at the Institut Catholique de Toulouse.
- **Germany: University of Cologne, Cologne**
  Two different programs are available at the University of Cologne. Students choose between the Exchange program or the Cologne Global Study Program (CGSP). Exchange program students take intensive German Language courses, and regular university courses. Intermediate German language skills are required. CGSP students study German language and Contemporary European studies in English. Housing for both programs is in off campus apartments.
- **Ireland: University College Cork**
  Students enroll directly alongside Irish students in Ireland's second largest city, Cork. Cork's setting offers a small town, quaint, and historic atmosphere where everything is walkable. This program is ideally suited for computer and information science students as well as for students in nearly all other Allegheny majors. Of particular note, courses are offered in public health; digital humanities; film, music and theater; government and politics, psychology; biochemistry;

mathematics; physics, history, and more. Students live in housing with other students in residences and apartments near the university.

- **Ireland: University College Dublin**
  Students enroll in courses directly alongside Irish students at one of Ireland's top universities located on a large campus in the capital of the Republic of Ireland: Dublin. This program is ideally suited for students in computer science, natural sciences, and business and economics. The UCD Science Study Abroad Research Course offers students the opportunity to shadow a UCD Researcher and gain laboratory skills in a range of science fields like Physics, Geology, Mathematical Sciences, Computer Science, Chemistry, Biology, and the Biomedical Sciences. UCD's Arts (Humanities) and Social Science study abroad programs are appealing to Allegheny's liberal arts students looking to dive into study of Irish history, English literature, political science, international studies, and more. Students pick between over a dozen student residences on and near campus.
- **Israel: Arava Institute for Environmental Studies at Kibbutz Ketura**
  Students from an array of Middle Eastern countries study and work together; program taught in English focuses on environmental issues, including ecology, conservation, technology, politics, religion, art, psychology and economics.
- **Italy: CET Florence**
  Students enroll in classes taught in English at the CET Academic Programs center in the central Tuscan city of Florence. CET Florence offers a wide variety of course offerings to include Art, Art History, Business, Finance, Marketing, Economics, History, Political Science, International Affairs, Italian Regional Studies, Psychology, and Italian Language. Particularly interesting for business and economics students are course options in the European Banking System and the European Political Economy. Students live in apartments with local roommates and other study abroad students.
- **Italy: CET Siena**
  Studying abroad in Siena provides a very charming, historical, and appealing university town for students who wish to shy away from a program in a bigger city like Florence and Rome. This program is well suited for Computer and Information Science students and typically offers multiple computer science courses each semester..Students can also take classes in Art History, Italian Regional Studies, Global Studies, Political Science, and International Relations. Courses are taught in English. The program includes cultural excursions and volunteer opportunities. Students live in apartments with local Sienese university students.
- **Italy: John Cabot University**
  Students enroll in classes at this small, student-centered liberal arts school located in the picturesque neighborhood of Trastevere in Rome. All classes are conducted in English. JCU is ideal for Allegheny's business and economics students as it holds AACSB accreditation for business schools. It also stands out in a number of other academic departments including Communications, Psychology, Art History, Humanities, International Affairs, and Political Science. Housing is just a short walk away from the school with easy access to other parts of the city via public transit.
- **Japan: Keio University in Tokyo**
  Two different study tracks are available at the International Center at Keio University's Mita campus: International Program or the Japanese Language Program. The Keio International

program offers core courses taught in English in combination with Japanese Language courses intended to improve students' speaking, listening, reading and writing skills. The Japanese Language Program is intended for those students interested in developing or improving their Japanese language skills while learning more about the society and culture of Japan.

- **Jordan: Middle East Studies at CIEE Amman Study Center**
  Students study Modern Standard Arabic and Colloquial Jordanian Arabic (beginning, intermediate, and advanced levels offered), along with area studies courses in economics, history, politics, religion and the environment. As part of the program, students also have the option to take one elective course at Princess Sumaya University of Technology. The program includes cultural excursions, an optional internship, and volunteering opportunities. Students can choose to live with a local homestay family or in apartments with other CIEE students.
- **Jordan: Advanced Arabic Language at CIEE Amman Study Center**
  Students engage in advanced Modern Standard Arabic language study with an emphasis on writing, history, and literature. Students also take an Arabic subject course (such as Arab Media, Arabic Poetry, or Introduction to Islam) and have the option of taking a research course with a CIEE faculty mentor. The program also includes cultural excursions and optional volunteering opportunities. Students can choose to live with a local homestay family or in international student apartments.
- **Mexico: ITESM, Campus Querétaro**
  Students may enroll in language and area studies courses for international students or regular university courses. College level Spanish require with courses taught in both English and Spanish. Students live with host families.
- **Morocco: Al Akhawayn University in Ifrane**
  Al Akhawayn is Morocco's first English-language international university based on the American model. The spacious modern campus is located in an immense natural forest above Ifrane, in the heart of Morocco's beautiful Middle Atlas mountains. Students select from a wide variety of courses taught in English as well as courses in the Arabic language.
- **Senegal: MSID International Development**
  Students with intermediate to advanced French language skills study at the MSID center in Dakar for seven weeks and participate in either an internship or research project for 6 weeks. Students choose a theme of study from entrepreneurship, health, human rights or sustainability. Courses focus on language and international development and are taught in French.
- **Spain: CIEE Liberal Arts Program in Madrid**
  Students take courses at the CIEE Global Institute in Madrid and the Universidad Carlos III De Madrid (UC3M) in Getafe. Students are required to enroll in at least one Spanish Language course along with elective courses offered in multiple disciplines. Program is for students with advanced spanish language skills and all courses are taught in Spanish. Homestay with a Spanish family in Madrid or shared apartments or residence halls with other CIEE Madrid students and local Spanish students are available.
- **Spain: CIEE Engineering + Society Program in Madrid**
  Students take courses at CIEE Global Institute in Madrid and the Universidad Carlos III De Madrid (UC3M) at the Getafe campus (Spanish and English courses) or Leganes campus (English courses). Courses offered in English include Applied Math and Computing, Biomedical Engineering, Computer Science and Engineering, Energy Engineering, etc. Courses offered in

Spanish include Art History, Business Administration, Employment and Labor Relations, Finance and Accounting, International Studies, Management of Information and Digital Contents, Sociology, etc. Immersion trips to culturally relevant locations throughout Madrid and Spain, volunteer opportunities, for-credit internships, personal workshops, etc. are included in the program. Homestay with a Spanish family in Madrid or shared apartments or residence halls with other CIEE Madrid students and local Spanish students are available.

- **Spain: CIEE Liberal Arts Program in Seville**
  This program is designed to help advanced level Spanish students improve their spoken and written Spanish while they pursue coursework in a variety of subjects. Students are required to take a 2-week intensive Spanish language course based on placement exam. Enrollment is offered at CIEE partner universities: Universidad de Sevilla and Universidad Pablo de Olavide (UPO). Opportunities for immersion trips to culturally relevant locations throughout Seville and Spain, volunteering in the local community, service-learning and teaching practicum for academic credit, conversation-exchange program, and personal workshops are included. Homestay with a Spanish family in Seville and residence hall options are available.
- **Spain: CIEE International Business + Culture Program in Seville**
  Geared for students with beginning to intermediate level Spanish language skills who wish to improve these skills while selecting from a wide variety of courses taught in English at Universidad Pablo de Olavide (UPO). Students are required to take a 2-week intensive Spanish language course based on placement exam. Immersion trips to culturally relevant locations throughout Seville and Spain, volunteer opportunities in the local community and campus activities are included in the experience. Homestay with a Spanish family in Seville and residence hall options are available.
- **Spain: CIEE Business + Society Program in Seville**
  Students take courses at the Universidad de Sevilla School of Economics and Business. Students also take one or two regular university courses with Spanish students at the School of Economics and Business or at the University of Pablo de Olavide (UPO). Students are required to take a 2-week intensive Spanish language course based on placement exam. Opportunities include immersion trips to culturally relevant locations throughout Seville and Spain, volunteering in the local community, and a business internship. Homestay with a Spanish family in Seville or residence hall options are available.
- **Spain: CIEE Communicaitons, New Media + Journalism Spanish Program in Seville**
  Combining theory and hands-on practice, this program is designed for students considering a career in communication. Students take courses with Spanish students at the Universidad de Sevilla and may also select classes in the CIEE Liberal Arts program. Students are required to take a 2-week intensive Spanish language course based on placement exam along with four to five courses in a variety of topics. Immersion trips to culturally relevant locations throughout Seville and Spain; visits to independent radio stations, Seville's longest running newspaper, urban photography workshops, independent film festivals, international art and news media events; volunteering in the local community and interning with a Spanish company are all opportunities available. Homestay with a Spanish family in Seville or residence hall options are available.
- **Spain: CIEE Communications, New Media + Journalism English Program in Seville**
  Combining theory and hands-on practice, this program is designed for students considering a career in any field of communication. Students take courses in English or Spanish at the EUSA

School of Communications and courses at the CIEE Seville center. Immersion trips to culturally relevant locations throughout Seville and Spain; visits to independent radio stations, Seville's longest running newspaper, urban photography workshops, independent film festivals, international art and news media events; volunteering in the local community and interning with a Spanish company are all opportunities available. Homestay with a Spanish family in Seville or residence hall options are available.

- **Spain: CIEE Advanced Liberal Arts Program in Seville**
  Designed for students with advanced Spanish language skills and strong academic backgrounds. Students take most classes with Spanish students at CIEE partner universities including the Universidad de Sevilla, Estudios Universitarios Superiores de Andalucía (EUSA) University Center, and Universidad Pablo de Olavide (UPO). Students are required to take a 2-week intensive Spanish language or culture course based on placement exam along with elective courses offered in multiple disciplines. Immersion trips to culturally relevant locations throughout Seville and Spain as well as personal workshops are included. Homestay with a Spanish family in Seville and residence hall options are available.
- **Sweden: DIS Stockholm**DIS Stockholm offers 11 programs and electives across 50 disciplines. Of particular interest are Gender & Sexuality Studies and Computer Science programs. Courses are conducted in English. All DIS students select a program in order to define a focus for their semester. Their program is determined by a core course that includes two study tours: a week-long trip to a European destination outside of Denmark/Sweden, and a three-day sojourn to a more regionally contiguous location. Both tours are led by the students' core faculty, and integrated into the core course curriculum. Students have options to live with other DIS and local students or in a homestay.
- **Taiwan: CET Academic Programs**
  Students study Taiwanese history, culture, and national identity; cross-strait relations between mainland China and Taiwan; and/or an internship along with intensive Chinese language courses (beginner to advanced levels offfered) at National Taiwan University (NTU). Students live in apartments with local NTU student roomates and other CET students. The program includes cultural excursions within taiwan.

National Programs

- **Massachusetts: Semester in Environmental Science at Massachusetts**
  A fall semester program at the Ecosystems Center of the Marine Biological Laboratory. The curriculum provides a field and laboratory based study of ecosystem science and biogeochemistry of coastal forest, freshwater ponds and estuaries.
- **New York: The NY Arts Program**
  The New York Arts Program (NYAP) is a fully immersive off-campus study program that provides students with professional, hands-on experiences in the arts and creative industries in New York City. NYAP's areas of focus include: Visual Arts & Art History; Performing Arts; and Film, Media & Journalism. Through the combination of customized internships, seminars and faculty mentorship, NYAP students gain a thorough understanding of the arts in NYC along with a strong sense of their own artistic practices and professional trajectories. NYC has endless

opportunities for young artists and a creative history that is unparalleled; the New York Arts Program provides an opportunity for students to absorb everything the city has to offer.

- **North Carolina: Duke University Marine Lab in Beaufort, North Carolina**
  Through Allegheny's membership in Duke University's Marine Sciences Education Consortium (MSEC), students may study at the Marine Lab in fall or spring semester. Students also have the option to enroll in travel courses during either semester to countries including Panama, Mexico, and Australia.
- **Pennsylvania: The Philadelphia Center**
  This program is a unique and valuable 16-week program in the fall or spring semester that allows undergraduates to engage in critical investigations of their own abilities, objectives, and values in order to help discover their personal and professional direction in life. The program combines city living seminars, academic electives, and a required internship.
- **Tennessee: ACM Oak Ridge Science Semester**
  This is a Fall semester at the Oak Ridge National Laboratory (ORNL) in Oakridge, Tennessee. The Oak Ridge Science Semester enables students to join ongoing investigations at the ORNL where students spend 40 hours per week at the lab, including their research internship and interdisciplinary seminar. During the research component, students conduct research on a specific project under the guidance of an ORNL staff scientist.
- **Washington, D.C.: Washington Semester at American University, Washington, D.C.**
  Students spend a semester completing an internship along with elective courses, seminars and the opportunity for research.
- **Washington, D.C.: William & Mary Washington Center**
  Students participate in an internship and courses taught by William & Mary faculty at their Center in downtown Washington, DC. Internships are available for all majors. Course topics rotate each term and include a wide range of topics in government, policy, art, business, education and more. Students live in furnished apartments in DC with other program participants.

Off-Campus Study: Independent Programs

Students participating in "independent programs" will pay program costs directly to the program in which they are participating. Allegheny financial aid is not applicable to independent programs; however, most state and federal aid may be applied. Students participating in independent programs are responsible for notifying the Financial Aid Office in order to make arrangements for the transfer of state and federal aid. An $800 off-campus study fee will be charged for each semester a student participates in an independent off-campus program.

Application Process

The application process for fall and spring semester programs is as follows:

1. **Allegheny approval**
   All students interested in off-campus study must submit their application to the Maytum Center for Student Success by September 20 for the following spring and February 20 for the following fall. In order to be approved for off-campus study, students must submit an application which

includes a letter of approval for program participation from their academic advisor, an essay relating the program of choice to the student's major, minor or other academic goals, resumé, and unofficial transcripts. The applicant must also meet specific program eligibility requirements.

2. **Pre-departure orientations**
   All students approved for off-campus study (national and international programs, Allegheny-sponsored and independent) must attend the pre-departure orientation meetings. Program applications are distributed, and information about issues such as credit transfer, travel, safety and responsibility, program goals, and cross-cultural learning is discussed.
3. **EXL 302 Not All Who Wander Are lost** and **EXL 303 There and Back Again**
   Students on Allegheny-sponsored study away programs are required to enroll in EXL 302 Not All Who Wander Are Lost in the semester prior to their departure for their study away program. This course includes pre-departure orientation sessions to prepare students for their time off campus. In addition, students on Allegheny-sponsored study away programs are required to enroll in EXL 303 There and Back Again in the semester after their return from study away. This course comprises activities, readings, and assignments that help students reflect back on their time away and think about transferable skills they've gained from the experience.

GL Seminars

GL Seminars are one to three-week credit-bearing courses led by Allegheny faculty that take place both internationally and domestically. In order to participate, students must be approved by the faculty leaders and the Maytum Center for Student Success in order to participate. Detailed information is available from the Maytum Center for Student Success: http://sites.allegheny.edu/elseminars/ .

Cooperative Programs

Cooperative programs (sometimes called 3-3, 3-2, or 3-1 programs) with other educational institutions enable Allegheny students to acquire a solid liberal arts background while accelerating their progress toward professional training and certification. Allegheny has formal agreements with several institutions to offer cooperative programs in Health Professions, Engineering, Public Policy and Management, and Psychology. Most of these require the successful completion of 98 semester credit hours at Allegheny before beginning course work at the cooperating institution. Students who want to participate in cooperative programs must complete Allegheny's Graduation Requirements, including the minor outside the division of the major and the courses identified for an approved major; however, students who begin the cooperative program after three years of study at Allegheny are exempted from the requirement to complete a Senior Project. There are additional specific departmental course requirements for cooperative programs, and students should consult with the appropriate program liaison person about them when planning their course of study.

Satisfactory completion of the stated Allegheny requirements and the cooperating institution's requirements earns the student the bachelor's degree from Allegheny and the specified degree or certification from the cooperating institution.

A student enrolling in a cooperative program will be assessed a $50 maintenance fee payable to Allegheny. The maintenance fee will be levied upon acceptance into the program to help offset the costs of special record maintenance, correspondence, and transfer credit.

Students who elect to complete any of the programs that involve three years of work at Allegheny and additional years at a cooperating institution should schedule an exit interview with the Assistant Director of Career Education early in their final semester at Allegheny. During the interview, the student will file an exit agreement in which the cooperating institution and the expected date of graduation are specified. Because work at the cooperating institution is evaluated as transfer credit, official transcripts showing that the student's work at the second institution has been satisfactory must be received before the Allegheny degree is awarded.

The cooperative programs approved by the faculty are outlined below by interest area. Please contact the appropriate faculty advisor for information about the interest areas listed below.

Health Professions

The following cooperative programs are available:

- Nursing (3+3, 3+4) with the Frances Payne Bolton School of Nursing of Case Western Reserve University
- Occupational Therapy (3+2) with Chatham University
- Physical Therapy (4+2) with Chatham University
- Physician Assistant Studies (3+2) with Chatham University
- Medicine (3+4, 4+4) with the Lake Erie College of Osteopathic Medicine (LECOM)
- Pharmacy (3+3, 3+4) with the Lake Erie College of Osteopathic Medicine (LECOM)
- Dentistry (4+4) with the Lake Erie College of Osteopathic Medicine (LECOM)

In all cases, students complete at least their first three years at Allegheny. In the case of physical therapy the degree is DPT and the undergraduate degree (including the Senior Project) must be completed prior to starting graduate studies. In the case of the medical program at LECOM the degree is D.O. In the case of the dental program at LECOM, the degree is D.M.D. In the case of the pharmacy program at LECOM, the degree is Pharm.D.

Admission to all of the programs is competitive, and the existence of a cooperative agreement does not guarantee admission. The programs with Chatham University and LECOM have specific criteria for guaranteed admission and guaranteed interview. Students are encouraged to see the Director of Pre-Professional Studies for these details as well as for the forms required of all students planning a cooperative program.

Students must complete the standard requirements of a major, a minor, FS courses, and distribution courses in order to obtain the Allegheny degree. Certain combinations of majors and minor work especially well to satisfy both Allegheny requirements and the prerequisite course work for the graduate program. Students are encouraged to consult with the Director of Pre-Professional Studies in their first year for this information. Careful planning is critical to success in these programs.

Engineering

The following engineering programs are available, all of which entail three years at Allegheny and further study—usually two years—at a cooperating institution. At the conclusion of study, the student receives a bachelor's degree from Allegheny and a Bachelor of Science in Engineering degree from the cooperating institution. Programs have been arranged with the following institutions:

- Case Institute of Technology at Case Western Reserve University
- University of Pittsburgh School of Engineering
- Washington University School of Engineering

Most programs require that students maintain a "B" average overall and in the sciences. For these universities, acceptance to the cooperating institution is contingent upon the recommendation of the student's major department at Allegheny. For some of the engineering departments, enrollment is limited by the engineering school. Similar arrangements may be made with engineering programs at other institutions with the approval of the faculty.

Students should consult with the advisor in their major field and with Professor Willey of the Physics Department for specific program requirements.

Policy, Technology, Analytics, and Management

The Heinz College of Information Systems and Public Policy is home to two internationally recognized graduate-level institutions at Carnegie Mellon University: the School of Information Systems and Management and the School of Public Policy and Management. Heinz College offers an accelerated master's program to qualified Allegheny College students. The program, structured as three years at Allegheny College followed by three to four semesters at the Heinz College (depending upon program), allows students to earn both a bachelor's and a master's degree in less time than is normally required.

The following cooperative master's programs are available:

- Master of Science in Public Policy and Management (MSPPM)
- Master of Science in Health Care Policy and Management (MSHCPM)
- Master of Arts Management (MAM)
- Master of Entertainment Industry Management (MEIM)
- Master of Information Systems Management (MISM)
- Master of Science in Information Security Policy & Management (MSISPM)

Students pay tuition and fees to Allegheny College from their freshman through junior years. They pay tuition and fees to Carnegie Mellon University (CMU) for their graduate program, either three or four semesters beyond the completion of the junior year, depending upon the master's program. Allegheny students are also responsible for paying a maintenance fee to Allegheny while enrolled at CMU in their senior year.

Students will receive both the bachelor's and master's degrees upon completion of their graduate program at CMU. Allegheny College will count units taken during the master's program toward the student's bachelor's degree according to its policies and procedures. CMU will forward to Allegheny College transcripts and other necessary information on student academic performance. Students should consult with the advisor in their major field and with Professor Onyeiwu of the Department of Business and Economics for specific program requirements.

Allegheny College students are eligible for scholarship support from Allegheny College for their freshman through junior years. They will be eligible for scholarship support from the Heinz College for the length of their graduate program and can apply for any and all Heinz College scholarship funds for which they are eligible (based on program and the individual scholarship fund's specific requirements).

Psychology

Chatham University in Pittsburgh, PA, offers an accelerated master's program to qualified Allegheny College students. The program, structured as three years at Allegheny College followed by two years at Chatham, allows students to earn both a bachelor's and a master's degree in less time than is normally required.

The following cooperative program is available:

- Master of Science in Counseling Psychology (MSCP)

Students pay tuition and fees to Allegheny College from their freshman through junior years. They pay tuition and fees to Chatham for their graduate program. Allegheny students are also responsible for paying a maintenance fee to Allegheny while enrolled at Chatham in their senior year. Students will need to complete 108 semester credit hours (i.e., 18 credits per semester over 6 semesters) to be eligible for the MSCP program.

Students will receive both the bachelor's and master's degrees upon completion of their graduate program at Chatham. Allegheny College will count units taken during the master's program toward the student's bachelor's degree according to its policies and procedures. Chatham University will forward to Allegheny College transcripts and other necessary information on student academic performance. Students should consult with the advisor in their major field and with the Psychology Department for specific program requirements.

Allegheny College students who satisfy the program's entry requirements may also receive guaranteed acceptance into the following programs at Chatham University following completion of their undergraduate degree.

- Master of Science in Counseling Psychology (MSCP)
- Doctor of Psychology in Counseling Psychology (PsyD)

Pre-Professional Programs and Advising

Pre-Health Professions

Allegheny students preparing for graduate programs in the health professions—medicine, dentistry, veterinary medicine, and allied health fields—use their major and elective courses to create precisely the programmatic balance that professional schools seek out, and that leads to success in professional school itself. Elements of such a program include: a strong foundation in the natural sciences (in or outside the selected major), highly developed communication skills, a solid background in the humanities and social sciences, study in depth (in any major field that is personally stimulating), and independent study and research (including the Senior Project).

Guidance in considering career options and preparing for professional school is just as important to undergraduates as the strength of the courses available. Consequently, Allegheny maintains an active Health Professions Advisory Committee, headed by the Director of Pre-Professional Studies. This advisor functions in addition to the student's academic advisor and focuses specifically on pre-health concerns. Advising begins in the first year to assure that students are taking the appropriate courses in a timely fashion and are maintaining appropriate grades.

The Committee assists students with applying to professional schools through workshops, test preparations and interviews. A Committee Letter of Recommendation supplements the recommendations received from individual faculty members, and it carries special weight. Other Committee services include assistance in exploring the health professions through internships, externships, guest lectures, and campus visits by representatives of health professions schools.

Further information about the pre-health professions program is available from the Director of Pre-Professional Studies in the Allegheny Gateway and online at: http://sites.allegheny.edu/health/.

Jefferson Medical College Affiliation

Under the Physicians Shortage Area Program (PSAP), certain Allegheny students who intend to practice in underserved rural areas may qualify for preferential admission to Jefferson Medical College in Philadelphia, as well as special premedical advising from Jefferson faculty. Qualifying students have rural or small-town backgrounds or family ties and intend to practice in non-metropolitan areas, preferably in Pennsylvania. Allegheny is one of six Pennsylvania colleges and universities whose students are afforded special consideration as PSAP applicants, of whom a maximum of 24 are admitted to the program each year.

Lake Erie College of Osteopathic Medicine (LECOM) Affiliation

Early assurance programs are offered with LECOM in medicine, dentistry and pharmacy for students meeting the criteria. The MCAT may be waived if certain academic criteria are met. Applicants must: interview at LECOM; have completed the pre-requisite courses; and have the support of the Health

Professions Advisory Committee. Qualified candidates should meet with the Health Professions Advisor for further details.

Philadelphia College of Osteopathic Medicine (PCOM) Affiliation

Each year up to three students are offered admittance to PCOM provided they meet certain criteria. These criteria include completion of the course requirements listed in the PCOM catalog, an overall GPA of at least 3.25, a minimum of fiftieth percentile scores in each section of the MCAT, and support of the Health Professions Advisory Committee. Applicants must interview at PCOM and are encouraged to submit their application as early as possible in the application cycle. Qualified candidates should meet with the Health Professions Advisor for further details.

Cooperative Programs in Health Professions

Cooperative programs with other educational institutions enable Allegheny students to acquire a solid liberal arts background while accelerating their progress toward professional training and certification. Allegheny has formal agreements with several institutions to offer cooperative programs in Physical Therapy, Nursing, Occupational Therapy, and Physician Assistant Studies. Please see the "Cooperative Programs" section for details.

Pre-Legal Studies

Allegheny students preparing for law school receive advice, information, and guidance from a Pre-Law Advisor who sponsors programs, and information sessions with regional law school admissions representatives and local alumni working in the legal field. Student's also have the chance to take trips to regional law schools to tour the campus and learn more about the admissions process. The advisor is also available to work with students one-on-one to assist in arranging internships as well as job shadowing opportunities.

Allegheny's curriculum is especially well suited to preparation for law school. Students may design the sort of broad-based program recommended by law schools themselves, with these crucial outcomes: ability to handle abstract ideas; strong analytic and reasoning skills; writing and speaking ability; and appreciation of the values of civilization. Especially important are the breadth of understanding and thinking skills developed in the First-Year/Sophomore Seminars, the skills for in-depth study developed in the major of the student's choice, and the capacities developed by the Senior Project, such as reasoning and expository skills and the ability to work independently.

Approximately two-thirds of Allegheny's pre-law students major in one of three disciplines: Political Science, History or English. Next in popularity are Psychology and Economics, with other majors distributed evenly among the natural and social sciences and the humanities. Law school admissions committees encourage undergraduates to major in a discipline that interests and excites them.

For more information on the Pre-Legal program, please contact the pre-legal advisor, Kristin Black in the Career Education Department. Students interested in learning more about the Law and Policy program should contact Professor Brian Harward of the Political Science Department.

Business

Allegheny students interested in pursuing a graduate education in business-related fields can take advantage of preferred admissions agreements with the Palumbo-Donahue School of Business at Duquesne University in Pittsburgh or with the William E. Simon Graduate School of Business Administration at the University of Rochester.

Students within five years of graduation at Allegheny College may apply to the Palumbo-Donahue School of Business at Duquesne University in Pittsburgh for admission to one of the following Masters programs.

- MBA- Sustainable Business Practices (MBA-SBP)
- Professional MBA (PMBA)
- Master of Science in Management (MSM)
- Master of Science in Analytics and Information Management (MS AIM) (STEM)
- Masters of Science in Supply Chain Management (MS SCM) (STEM)

Students must have earned a minimum 3.0 undergraduate GPA and be seniors or graduates. Students with majors in Business or Economics are eligible to apply to all of the above listed master programs. Students with majors in Computer Science or Integrative Informatics are eligible to apply to the Master of Science in Analytics and Information Management (MS AIM) program.

Students desiring admission to the Professional MBA (PMBA) program must have earned at least a B- in the following coursework in order to waive fundamental course requirements in the MBA curriculum: ECON 100, ECON 202, ECON 227, ECON 285.

Other admissions requirements apply. Please check with the Assistant Director of Career Education for more details.

Allegheny College seniors who have met the requirements for the Professional MBA (PMBA) program, including having earned at least a B- in the four courses listed above are eligible for the BA Business/Economics -PMBA Accelerated Pathway. These students may complete up to 6 credits of Core MBA courses in their senior year (including summer term prior to the senior year) for use toward their undergraduate degree requirements. Please consult with the Assistant Director of Career Education for more details.

Students seeking to pursue the BA Business/Economics -PMBA Accelerated Pathway may need to apply to the Dean's Exemption Committee for a waiver of the concurrent enrollment policy and/or the academic residency policy.

Allegheny has a direct admissions agreement with the William E. Simon Graduate School of Business Administration at the University of Rochester. Under this agreement, the Simon School gives selected

Allegheny students preferred admission to the graduate school. Students are normally selected by the end of their junior year for admission the year following graduation.

Business Analytics

Allegheny students interested in pursuing a graduate education in Business Analytics can take advantage of a priority admission agreement with Carnegie Mellon University. Students may apply for admission in the Tepper School of Business Master of Science in Business Analytics (CMU-MSBA).

General Admission Requirements

1. The undergraduate degree will be awarded by Allegheny College.
2. Students must have completed all (Bachelor's) degree requirements before matriculating to Carnegie Mellon University.
3. A student must complete the MSBA application and be accepted into the program by the end of their senior year in order to register for a Fall term graduate course at CMU.
4. The Master of Science in Business Analytics degree will be awarded by Carnegie Mellon University.
5. Each student from Allegheny College who declares intent to complete the MSBA Program at Carnegie Mellon University is strongly encouraged to schedule an appointment to meet with the Program Director at Carnegie Mellon University and/or attend an open house event.
6. Satisfactory completion of the following criteria shall be met prior to enrollment at Carnegie Mellon University:
    1. A cumulative GPA of 3.5 or better on a scale of 4.0.
    2. Successful completion of one (1) Statistics or Data Science course during enrollment at Allegheny College.
    3. Successful completion of all Carnegie Mellon University's MSBA Program admissions requirements.
    4. Maintenance of a good citizenship record.

If the aforementioned criteria are met, up to four (4) current students will be guaranteed acceptance into the MSBA Program. Students who do not meet all of the terms described herein may still apply and will be considered for admission, although admission is not guaranteed or prioritized.

Healthcare Informatics

Allegheny students interested in pursuing a graduate education in healthcare informatics can take advantage of a preferred admissions agreement with the School of Health Sciences at Chatham University in Pittsburgh. Students may apply for admission in the Master of Science in Healthcare Informatics (CH-MHI).

Allegheny students wishing to enroll in the School of Health Sciences Master of Science in Healthcare Informatics program should have:

- A cumulative GPA of 3.0 or better.
- Maintained a good citizenship record.
- Completed all the Bachelor's degree requirements at Allegheny College before matriculating to Chatham University.
- Successful completion of all Chatham University's MHI Program admissions requirements.

Other admissions requirements apply.

Students from Allegheny who are admitted to the MHI Program are eligible to enroll in one online MHI 3-credit course at Chatham University during their senior year at Allegheny College. This enrollment would be as a non-degree seeking student, the tuition and fee charges would be waived and upon successful completion of the course, the credits would transfer into the MHI program. Allegheny College will accept the MHI graduate course credits as elective transfer credits.

Please consult the Senior Assistant Dean for Fellowship and Pre-Professional Advising for additional information about the program.

Sustainability

Allegheny students interested in pursuing a graduate education in sustainability-related fields can take advantage of preferred admissions agreements with the Falk School of Sustainability and Environment at Chatham University in Pittsburgh. Students may apply for admission to one of the following Masters programs.

- Master of Sustainability (MSUS)
- Master of Food Studies (MAFS)

Allegheny students wishing to enroll in one of the Falk School master's degree programs should have:

- A cumulative GPA of 3.0 or better.
- Maintained a good citizenship record.
- Completed their undergraduate program before registering for the master's program at Chatham University.

Other admissions requirements apply. Please check with the chair of the Department of Environmental Science and Sustainability for more details.

Students from Allegheny who complete an application for a Falk School of Sustainability and Environment program will receive a Chatham Bookstore voucher for $50 to spend against books or other bookstore merchandise.

Students from Allegheny who are accepted into the Falk School of Sustainability and Environment master's degree programs under this agreement receive a tuition discount of 20%. Such students are also

able to apply for other larger competitive scholarships offered by Chatham, but if successful would forfeit the 20% tuition discount.

Teacher Preparation

Allegheny students interested in pursuing a career in education can earn teacher certification and a Master of Arts in Teaching (MAT) degree through one of Allegheny's partner institutions, Columbia University Teachers College or the University of Pittsburgh. Students may also earn an MEd through our partnership with the University of Pittsburgh and Xavier University. Under each program, students complete four years at Allegheny with a major and a minor in academic disciplines and then complete their teacher preparation at the graduate level in a streamlined program at one of the partner institutions. Applicants to the programs must maintain a 3.0 overall grade point average and meet the admission requirements of each graduate school.

Students who are interested in these programs should contact the Director of Pre-Professional Studies in the Gateway early in their academic careers in order to coordinate their Allegheny coursework with the partner institutions' requirements. More information about teacher preparation and Allegheny's Education Studies minor is available online at: http://sites.allegheny.edu/education/.

Graduation Requirements

The Graduation Requirements are designed to provide all students with diverse learning opportunities, as well as with depth in more than one area. Each academic program is grouped into one of six areas of study. To receive a degree from Allegheny, students must complete the following requirements:

1. The First-Year Advising Requirement
2. The Speaking & Writing Requirement
3. The Major-Minor Combination Requirement
4. The Distribution Requirements
5. The Junior Seminar Requirement
6. The Senior Project Requirement
7. The Credit Requirement
8. The Grade Requirement
9. The Residency Requirement

The First-Year Advising Requirement

All first-year students will take LS 120 in the fall semester and LS 121 in the spring semester. These courses empower students to build habits of success through guided exploration of Allegheny's curriculum and resources and through reflection on the intersection of academic skills and professional and career outcomes. Transfer students may, depending on prior college experience, be required to take one or both courses, or may have different advising requirements.

The Speaking & Writing Seminar Requirement

All students are required to successfully complete two SWS courses. Students will take SWS 105 in their first year, and typically will take SWS 205 in their second year. These two courses prepare students for the writing, speaking, reading, and listening skills necessary for college-level work and, in particular, prepare students to succeed in the Junior Seminar and Senior Project. All together, the SWS courses, Junior Seminar, and the Senior Project equip graduates with the strong communication and critical thinking skills necessary in postgraduate education and careers.

Both SWS 105 and 205 must be taken for a letter grade; neither course may count towards a major or minor, nor towards Distribution Requirements. Transfer students may, depending on prior credit earned, be required to take one or both courses, or may have different requirements.

The Major-Minor Combination Requirement

All Allegheny students must complete a major (the "graduation major") in one area of study and a minor (the "graduation minor") in a different area of study. The major consists of a minimum of 40 semester credit hours of coursework in the major program, including the Junior Seminar and Senior Project.

Students must achieve a minimum grade point average of 2.0 in the major. The minor consists of at least 20 credits of coursework. Students must achieve a minimum grade point average of 2.0 in the minor. The minor requirement can also be satisfied by a second major. A second major that is used to fulfill the College minor Requirement must be in a different area of study from the graduation major.

Students may elect at most two majors and two minors. Students must fulfill all of the requirements for each program in which they elect a major (see "Double majors" below) or minor. For every minor completed, students must complete at least 8 credits towards that minor in academic residence at Allegheny College. Programs reserve the right to determine the eligibility for inclusion in their requirements of all transfer credits, including those earned during study away experiences, and may require students to take some advanced work on campus.

If the graduation major or minor is interdisciplinary, then in most cases the requirement that the major and minor be in a different area of study is satisfied by taking any other minor/major. Students should consult specific descriptions of interdisciplinary majors and minors to identify specific major/minor combinations that do not satisfy the College minor Requirement.

Major Programs

A major is generally defined as a coherent program of study of between 40 and 48 credits. A major *may* require up to 64 credits (including all prerequisites and cognate courses), so long as a compelling case is made to the Curriculum Committee that the additional credits are necessary for the education of a typical student in that major. A major should include substantial work at an advanced level (courses numbered 300 or higher). At least 12 credits, including a junior seminar, should be at the advanced level. A senior project is required but is not generally counted towards the advanced work credit total. Internships and independent study courses are not always counted towards the advanced work credit total. Breadth and depth within the major should be at the discretion of disciplinary faculty, but a major should generally include the opportunity for in-depth study of a particular area or areas and clear progression from introductory (100- or 200-level courses) to advanced work (300- or 400-level courses) to a seminar (numbered between 550 and 589) and a senior project (numbered between 600 and 630).

Minor Programs

A minor is defined as a coherent program of study of between 20 and 28 credits. Breadth and depth within the minor should be at the discretion of disciplinary faculty, but a minor should generally include either breadth in 100- or 200-level courses sufficient to the discipline or depth beyond the introductory level. For example, a minor in a program with a suite of introductory courses covering different areas or topics may find requiring a range of such introductory courses to be of sufficient depth. Or a program might require substantial work at an advanced level (courses numbered 300 or higher), perhaps including a junior seminar. Internships and independent study courses are not always counted towards the advanced work credit total.

Declaring a Major and Minor

Declaring a major and minor connects the student to their programs more coherently, allows them to get advising from specialists in their area, and ensures that their Degree Audit is current as to their degree requirements. First year students may declare as soon as the start of their second semester and are encouraged to declare their major(s) and minor(s) as soon as they are ready to do so. Transfer students who are certain of their path may declare during their first semester. After consulting with their current advisor(s), students should select a major advisor and declare a major and minor by the end of the sophomore year. Students who have completed at least 48 semester credit hours and who have also completed at least two semesters at Allegheny College will not be permitted to register for the next semester until they have declared a major and a minor. Appropriate forms may be obtained on-line from the Office of the Registrar.

Double Majors

Students may elect one or two majors. Students must fulfill all of the requirements for each program in which they elect a major and must receive approval from *both* major advisors to register for classes. A student electing to complete two majors may choose to complete a single senior project that integrates both disciplines or two separate senior projects, one in each discipline. In the former case, the Senior Project must be evaluated by faculty from both programs. The degree awarded (B.S. or B.A.) corresponds to the major listed first on the student's major declaration.

A second major that is used to fulfill the College Minor Requirement must be in a different area of study from the graduation major. If the graduation major or second major is interdisciplinary, then in most cases the College Minor Requirement is satisfied. Students should consult specific descriptions of interdisciplinary majors to identify specific double major combinations that do not satisfy the College Minor Requirement.

The appropriate program chairpersons and a faculty advisor from each program must approve the double major. A decision regarding the type of Senior Project should be noted on the approval form when it is returned, even though changes may be made later with the approval of the programs and the individuals involved.

Student-Designed Majors or Minors

Students at Allegheny may design their own majors or minors in cases where their academic, personal, and professional interests are not met by the combinations of majors and minors available in the standard curricula. The Self-Designed major or minor must embody the educational objectives of Allegheny College, match the rigor and scope of existing major or minor programs, and be true to the vision of the Liberal Arts as intellectual, academic, and civic preparation for life. In conjunction with their advisors, students create a plan of study that reflects compelling intellectual connections among courses offered, allowing for the student to synthesize multiple bodies of knowledge. Students pursuing a Self-Designed Major must complete a Senior Project that functions as a culmination of the student's interdisciplinary

study. The Senior Project must directly contribute to the student's expressed academic goals and must be evaluated by faculty from more than one program

The Proposal:

A self-designed major or minor requires a great deal of care in its design. The primary responsibility for the proposal rests with the student. Faculty are critical to the student's success, however, particularly in the planning and development stages. All proposals for Self-Designed majors or minors must be accompanied by a faculty evaluation letter from the advisors for the proposed major or minor that assesses the intellectual and academic cohesiveness of the proposed plan of study as well as its commensurability with the goals of a Liberal Arts education.

The student's proposal for a Self-Designed major or minor must clearly articulate the intellectual goals for the plan of study and must provide a compelling case for how the proposed major or minor fulfills those goals in ways not otherwise available through either double majors or other major/minor combinations. The proposal must briefly address how each course (including potential study abroad, internship, or independent study opportunities if appropriate) is integrated to create a coherent and viable program of study.

Self-Designed Major:

A Self-Designed major must include a minimum of 50 semester credit hours. The proposal must address how each course (including the Junior Seminar and potential study abroad, internship, or independent study opportunities) is integrated to create a coherent and viable program of study. The proposal must specifically address a prospective Senior Project in sufficient detail to demonstrate its viability as a capstone project for the major, though the College recognizes that the eventual Senior Project may differ from that described in the proposal as the student's understanding of the major field develops. The program must show a progression to higher-level courses and include significant work at the 300- and 400-level. A self-designed major may not count more than 4 credits of internship or independent study, or more than 16 credits of transfer credit (e.g. from a study abroad program) towards the 50 credit requirement.

Self-Designed Minor:

A Self-Designed minor must include a minimum of 24 semester credit hours. A minor must include coursework at or above the 300-level not including independent study or internship credit. No more than 4 credits of transfer and independent study credit can be applied to the minor. The minor cannot be a subset of an existing minor.

Approval of Proposals:

The complete proposal will be evaluated by the Curriculum Committee, which will ultimately grant or deny permission based on the quality of the proposal and the academic viability of the plan of study. Any subsequent changes to the program must be approved by the Curriculum Committee.

Submitting a proposal:

Qualifying students who wish to propose a Self-Designed major or minor should do so using the forms available from the Registrar's Office. The proposal must be approved by 1) two faculty members with expertise in the proposed major or minor field, who will serve as the advisors for the major or minor, and 2) the Curriculum Committee

Qualifications for a Self-Designed Major:

- Sudent has achieved at least a 3.0 semester GPA for the two semesters prior to the proposal submission.
- Proposal submitted by the end of the 7th week of their 5th semester at Allegheny College.

Qualifications for a Self-Designed Minor:

- Proposal submitted no later than the end of their 6th semester at Allegheny.

The Distribution Requirements

All Allegheny students must successfully complete at least one course (four semester credit hours) in each of the areas of inquiry covered by the eight Distribution Requirements listed below. The Distribution Requirements fulfilled by a specific course are indicated in the course description using the two-letter codes shown below. An individual course may fulfill zero, one, or two of the Distribution Requirements, i.e., a single course may satisfy at most two of the Distribution Requirements. Courses presented in fulfillment of the Distribution Requirements must be taken for a letter grade. Courses that meet these requirements may also be counted toward major or minor requirements. However, SWS courses (SWS 105, 200, 205), Junior Seminars, and Senior Projects may *not* be used to fulfill the Distribution Requirements.

Distribution Requirements (Instituted Fall, 2016)

1. **Civic Learning (CL):** Civic Learning develops the political, ethical, and social capacities citizens need to address the challenges facing local, regional, national, and international communities through community engagement and/or through the cultivation of civic knowledge, skills, motivations, and behaviors.
    - *Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of economic, political, legal, cultural, natural, historical, or social forces that affect public problems or civic issues.*
2. **Human Experience (HE):** The study of Human Experience explores human physical, mental, emotional, and/or spiritual experiences as conveyed in texts broadly defined. Through engagement with such texts, students develop an appreciation for human experiences and their representations.
    - *Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of how to interpret human experiences as conveyed in texts (including works of visual and performance art, rituals, cultural artifacts and traditions, and/or the written and spoken word).*

3. **International and Intercultural Perspectives (IP):** An understanding of *International* and *Intercultural Perspectives* means awareness that culture provides the interpretive lens for action in the world, and that one's particular culture is itself one of many cultures of the world. It includes the ability to recognize and understand the results of cultural difference wherever they are found, as well as an awareness of the norms of one's own culture or those of other cultures.
    - *Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of cultural complexity and difference.*
4. **Modes of Expression (ME):** The study of Modes of Expression explores individual and/or collective modes of expression, focusing upon the ways in which these modes create meaning and communicate thoughts, emotions, or beliefs to others. By engaging in hands-on experience, students interrogate the act of communication itself.
    - *Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of the production of meaning through active engagement with language, visual arts, and/or performance.*
5. **Power, Privilege, and Difference (PD):** Understanding Power, Privilege, and Difference means understanding the role of power, privilege, prejudice, discrimination, stereotypes, inequity, and oppression in human society, in both historical and contemporary contexts, and recognizing these dynamics in the learner's own life and communities.
    - *Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of the historical and/or contemporary roles of power, privilege, and difference in human society.*
6. **Quantitative Reasoning (QR):** Quantitative Reasoning is the ability to understand, investigate, communicate, and contextualize numerical, symbolic, and graphical information towards the exploration of natural, physical, behavioral, or social phenomena.
    - *Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of how to interpret numeric data and/or their graphical or symbolic representations.*
7. **Scientific Process and Knowledge (SP):** Courses involving Scientific Process and Knowledge aim to convey an understanding of what is known or can be known about the natural world; apply scientific reasoning towards the analysis and synthesis of scientific information; and create scientifically literate citizens who can engage productively in problem solving.
    - *Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of the nature, approaches, and domain of scientific inquiry.*
8. **Social Behavior and Institutions (SB):** The study of Social Behavior and Institutions encompasses a broad range of disciplines that use a variety of methodologies to describe, explain, or predict human behavior, social processes, and institutional structures as they interact with their environments.
    - *Learning Outcome: Students who successfully complete this requirement will demonstrate an understanding of at least one methodology used to describe, explain, or predict human behavior at the level of the individual, small group, institution, organization, community, or population.*

The Junior Seminar Requirement

All students must complete a Junior Seminar, which forms a bridge between the FS sequence and the Senior Project. These seminars develop the student's ability to engage in advanced scholarship and communication in a discipline and are typically taken in the junior year or first semester of the senior year. Although the structure and timing of the Junior Seminar vary among programs, the course typically emphasizes methods of scholarship, the process of independent inquiry, and oral, written, and/or other (e.g., visual) communication skills.

The Senior Project Requirement

All students must complete a Senior Project in their majors. A student completing two majors may submit one Senior Project that integrates both disciplines and is evaluated jointly by faculty from both programs, or two separate Senior Projects, one in each program. In all cases, the Senior Project must satisfy the standards of evaluation in each department. Students completing integrated Senior Projects should work closely with faculty from both programs.

Since the College's first commencement in 1821, Allegheny students have showcased their exceptional academic achievements through a senior capstone experience of one kind or another. At times it involved an oral defense, at others a written thesis. The notion of a written Senior Project coupled with a comprehensive oral examination first appeared in the 1942 *College Catalogue*. In the 1970s, oral examinations shifted from a general defense of disciplinary expertise to a more focused verbal presentation of the Senior Project findings.

In keeping with Allegheny's commitment to provide students with a liberal arts education of high standards, the Senior Project is not a mere report or semester paper, but a significant piece of independent study, research or creative work conducted under the supervision of one or more faculty members. The outcome of a Senior Project is more than a grade or a written document; for the student it often results in a new way of looking at complex problems and inspires an appreciation for the power of ideas that might previously have seemed like abstract concepts in a textbook. Often it can be a pivotal moment where a student realizes his or her own abilities and potential.

The Senior Project provides students with an opportunity to integrate discipline-specific scholarship with the communication and research skills necessary for professionals in the 21st century. During their first year at Allegheny, students write, speak, and research frequently in their first-year seminars. By the sophomore year, they are ready to undertake the complexities of writing and speaking in a specific discipline. They further hone these disciplinary communication skills in a junior seminar, the final preparatory phase for the Senior Project. By the senior year they are sufficiently prepared to undertake a scholarly endeavor approximating those experiences they will face as professionals in their field.

The culminating experiences of the Senior Project are as varied as the disciplines that produce them, from recitals, performances, and exhibits to written and oral presentations on laboratory research. Many departments provide open forums for seniors to present their projects, allowing students to refine their

skills in presenting discipline-specific information to a broad audience and providing a model for the communication skills required of informed professionals in a global society.

Principles Regarding Research

All regular academic courses, all independent study courses including senior projects, and all internships involving research with human participants will be conducted in an ethical manner. Proposals for study will be reviewed in advance by appropriate departmental and/or College review boards to ensure that this will be the case. In all instances the health, safety, and welfare of the individuals involved will be protected. Participation in such research or classroom projects will be by informed and voluntary consent, in accordance with accepted and appropriate general and disciplinary research guidelines. All research subjects will be given full clarification of the nature of the study. The laws of the nation, state, and community will be respected, and care will be taken that interpersonal relationships within the College community are not abused.

The Credit Requirement

Each student must successfully complete 128 semester credit hours. These shall include courses taken to meet the first-year/sophomore requirement, the major requirement, the minor requirement, the distribution requirement, and the Senior Project requirement, as well as elective courses.

The Grade Requirement

A cumulative grade point average of at least 2.0 is required for graduation from the College. Descriptions of the grading system and the academic standing requirements can be found in the sections "Academic Regulations and Policies" and "Academic Standing."

The Academic Residency Requirement

The residency requirement is satisfied upon completion of 64 semester credit hours "in academic residence." Of these, a student's final 16 semester credit hours before graduation must be taken in academic residence. Work in academic residence is undertaken through registration at Allegheny and supervision by Allegheny faculty, who evaluate the student's performance. Students are not required to live on campus or in Meadville to satisfy the academic residency requirement.

Graduation Requirements Policy

Students are subject to all graduation requirements in place at the time they first matriculated, including all major, minor, distribution, and any other requirements for the degree.

With some exceptions, students who matriculated after the Fall 2016 semester have the option of graduating either under the requirements in effect when they first matriculated at Allegheny or those specified in a subsequent *Academic Bulletin*. Students may not select an *Academic Bulletin* previous to the term in which they first matriculated.

Students who wish to adopt a new set of graduation requirements will be subject to all major, minor, distribution, and any other requirements of their new Bulletin and must complete a form in the Office of the Registrar at least one semester prior to graduation. These changes may not be made during the Spring semester for an August or September graduate, but may be made during the summer for a January graduate. In no case may a student qualify for graduation by meeting various requirements set forth in two different *Academic Bulletins*. In particular, students may not use self-designed majors or minors to circumvent this rule.

Exceptions to the graduation requirements change option include changes made by faculty vote that may limit the ability to change due to the adoption of new, college-wide requirements, or if changes are made to 2 accommodate changes in college resources. Generally, students who matriculated prior to Fall 2016 may not opt to follow a later *Academic Bulletin*.

However, students who interrupt their attendance for more than four consecutive terms (excluding summer terms) may be subject to all requirements in effect when they re-enroll. These students also may be required to complete additional coursework in their major or minor if the department or program chair determines that previously completed work does not fulfill a current requirement. The Office of the Registrar will work with these students to determine if they are best served by continuing under their existing *Bulletin* or moving to the current *Bulletin*. The final decision is subject to the approval of the Registrar.

Changes in graduation requirements are effective for the new *Academic Bulletin* on the first day of classes in the fall term after the faculty adopts them. The graduation requirements change option may not be exercised until after the *Bulletin* to be changed to comes into effect. Degree audits for recently revised programs may not be immediately available.

Exceptions to College requirements are made by the Dean's Exemption Committee or the Curriculum Committee, per their specific responsibilities as outlined in the *Faculty Handbook*, when circumstances warrant. Students who wish to file a petition with either committee may obtain counsel and the proper form from the Office of the Registrar.

Students who have already completed the requirements of a major prior to changing graduation requirements will need to consult with the Office of Financial Aid before they make the change.

NOTE: While the degree audit, academic advising, and academic support resources are all available to every student, these resources are provided for use in planning only. It is the responsibility of the student to report any printed error to the Office of the Registrar within three terms. The responsibility for understanding and meeting graduation requirements rests entirely with the student.

This policy is under the purview of the Academic Standards Committee. Changes are subject to a vote of the Faculty.

(March 2019)

Commencement Policy

Students are permitted only one opportunity to participate in the annual Commencement exercise in May, that being the year in which their name appears on the Commencement program. Students should be aware that participation in the Commencement exercise is not equivalent to graduation from the College and that, if they "walk" before their graduation requirements have been completed, they will not be permitted to walk again when they do graduate. The Commencement program will state that all degrees are awarded "subject to the completion of all requirements." Latin Honors will be announced at the ceremony only for graduates and for co-op students who have completed their Allegheny coursework; other students who graduate afterwards and are eligible to receive Latin Honors at that time will have the appropriate honor noted on the diploma and transcript.

Policy

Students who meet **all** of the following criteria are eligible to participate in the annual May Commencement exercise:

1. Students must not have participated in a previous Commencement ceremony nor had their names published in a previous Commencement program.

2. Only current students and graduates may participate in Commencement. Students must not have voluntarily withdrawn nor been dismissed or suspended from the College at the time of the Commencement ceremony.

3. Students must belong to one of the categories below:

- *Graduates.* This includes students who have graduated since the previous Commencement as well as students who complete their graduation requirements during the Spring semester immediately preceding Commencement.
- *Anticipated graduates*. Students whose anticipated graduation date falls within the nine months following the Commencement date may elect to participate in the ceremony, though their degrees and Latin Honors (if applicable) will not be conferred until all graduation requirements have been met, nor will Latin Honors be announced at Commencement for anticipated graduates.
- C*o-op students*. Students participating in approved cooperative (3-1; 3-2; 3-3) programs who are making satisfactory progress in their post-Allegheny programs are permitted to participate in Commencement exercises with the rest of their entering class. Appropriate documentation (transcripts and/or proof of enrollment) must be submitted to the Allegheny Registrar's Office to verify that the student is making satisfactory progress. The Allegheny degree will not be conferred until the terms of agreement for the cooperative program have been completed satisfactorily.

4. Students must comply with all published procedures and deadlines related to participation in the Commencement exercise.

Petitions to "Walk"

Students who do not meet the above criteria for participation in Commencement in a given year may petition to be allowed to participate. Such requests must be submitted in writing to the Academic Standards and Awards Committee and must include the written endorsement of the student's academic advisor. The responsibility lies with the student to make a compelling case for why an exception to the College policy should be made. The decision of the Academic Standards Committee in these matters is final. In its periodic reports to the Faculty, the Academic Standards Committee will include data on the number of petitions and their disposition.

This policy is under the purview of the Academic Standards Committee. Changes are subject to a vote of the Faculty.

(February 2015)

Honor Code

Honor Code History and Philosophy

Allegheny's Honor Code is different from many other colleges because it is a student-run code, developed and upheld by the students themselves, rather than imposed by the administration.

A voluntary Honor Code was established in 1960, and by 1962 over two-thirds of the student body participated. The following year, the student body voted to make the Honor Code mandatory. This decision, also approved by the faculty and administration, first applied to the class that entered the College in 1964. Every three years since 1990, the Honor Committee conducts a student referendum to determine if the student body wishes to continue the student-run Honor Code.

The philosophy behind the Code is one of mutual benefit and trust, designed to promote independence and integrity in an atmosphere of academic self-responsibility. In return for trust, the Code grants such provisions as unproctored exams, among others. Students pledge to complete all academic work honestly and to encourage other students to do so as well.

The Honor Committee was created with two objectives. The first is to educate the student body and faculty on the importance of the Code and what it states, the second being to investigate possible violations. The Honor Committee is a fact gathering body, tasked with gathering information and deciding whether or not the Code was violated. The Honor Committee does not give sanctions to those found to violate the Code.

Academic Conduct

Any member of the College community may report an alleged violation of the Honor Code. Such reports shall be prepared in writing and directed to the Honor Committee. Such reports should be submitted as soon as possible after the alleged violation occurs using the online Honor Code form.

Allegheny College operates under the following Honor Code:

Honor Code

Honor Code Article I

Section 1

The Honor Code applies to all work evaluated for academic credit at Allegheny. All students who have enrolled in Allegheny College will be responsible to uphold the Honor Code during their time as students. Each student is responsible for maintaining honesty in one's own academic work and maintaining the integrity of the entire College community.

Section 2

The Allegheny College Honor Code is a social contract which requires student participation to function properly. Participation in the Honor Code entails students holding not only themselves accountable to abide by the Honor Code, but also holding each other accountable to abide by the Honor Code.

Section 3

Instructors are expected to explain their policies regarding authorized aid, unauthorized aid, plagiarism, and citation expectations for the course, and are expected to include this material in a formal syllabus for the course. However, it remains the student's responsibility to know and to understand course policies. Any course policy designated by the faculty cannot be stricter than the Honor Code itself.

Section 4

Ignorance of any part of the code is no excuse for violating it.

Honor Code Article II

Upon enrollment in the College, each student acknowledges the following: "I hereby recognize and pledge to fulfill my responsibilities, as defined in the Honor Code, and to maintain the integrity of both myself and the College community as a whole."

Honor Code Article III

Section 1

If one student observes another committing what appears to be an act of dishonesty in academic work, it is the observer's responsibility to inform the instructor. In a situation in which a student reports an Honor Code violation, anonymity will be offered to the student throughout most of the Honor Committee's process. However, should the case reach an Academic Integrity Board hearing, the reporting student may be required to appear as a witness. In all other cases, anonymity of the student making the report will be preserved.

Section 2

The following practices are considered to be violations of the Honor Code in all work evaluated for academic credit: any attempt to receive or give unauthorized assistance from written, printed, or recorded aids, from any person, or from another's work. Faculty should specify in the syllabus or assignment any technologies or other forms of assistance which are not authorized for use by students. Unless specifically authorized by the course instructor, any use of generative artificial intelligence or other forms of machine learning to complete assignments will be treated as unauthorized assistance and will be deemed to be a violation of the Honor Code.

Section 3

Plagiarism is defined as using the ideas or words of another without citing the sources from which the ideas or words are taken. In all work evaluated for academic credit, the following must be carefully observed:

A. Any sequence of words taken verbatim from a source not original to the student or taken from the student's previous work (See Section 4) must be enclosed in quotation marks, and followed by accurate in-text and bibliographic citations. Simple errors in style or formatting are not considered violations of the Honor Code.
    a. The instructor's expectations regarding citations for verbatim quotations should be made clear to students in a written capacity through either the syllabus or the assignment guidelines. If expectations regarding citations are unclear to the student, it is the responsibility of the student to consult the instructor prior to the due date of the assignment.
B. When interpreting or paraphrasing the ideas or words of another, quotation marks cannot be used. In these cases, the language and sentence structure must be that of the student and not of the original source author. The interpreted or paraphrased content must be followed by accurate in-text and bibliographic citations. Simple errors in style or formatting are not considered violations of the Honor Code.
    a. The instructor's expectations regarding citations for interpreted or paraphrased material should be made clear to students in a written capacity through either the syllabus or the assignment guidelines. If expectations regarding citations are unclear to the student, it is the responsibility of the student to consult the instructor prior to the due date of the assignment.
C. Information that comprises common knowledge will vary by course but does not need to be cited. It is at the discretion of the instructor to determine what information is encompassed by common knowledge for the course. If a student is unsure of what information is encompassed by common knowledge, it is the responsibility of the student to consult the instructor prior to the due date of the assignment.

Section 4

No work submitted for one course may be submitted for another except with the explicit approval of both instructors. If this approval is received, students are required to cite themselves when appropriate.

Students should clarify the self-citation style with their professor. In this case, the plagiarism expectations specified above in Article III, Section 3 also apply.

Honor Code Article IV

Section 1

Tests and examinations at Allegheny may or may not be proctored. For in-person exams, instructors may remain in the room or in a nearby room. Instructors must remain in the building to be available to answer questions that may arise during the course of the examination, and must communicate to students where they are located in the building. For take-home exams, instructors must communicate to students when they are available for questions.

Section 2

In-person examinations are to be taken in the building in which they are given. Students may take their exam anywhere within that building, with the exception of taking exams into locked rooms and restrooms without explicit instructor permission. It is the student's responsibility to ensure that the door to the room remains unlocked during the entire exam. Students may not leave the building unless explicitly permitted to do so by the instructor.

Section 3

For in-person examinations, regardless of where in the building the test or exam is taken, the student is responsible for obtaining any changes or corrections. Instructors are not under obligation to search out students to provide this information. Furthermore, the exam must be handed in at the time requested. For take-home exams, changes or corrections made to the exam by the instructor must be directly communicated to students.

Section 4 - Honor Code Signature

To acknowledge and uphold the expectations of the Honor Code, a student, when submitting any work evaluated for academic credit, should note "the work is mine unless otherwise cited" and sign or type their full name in signature. The lack of a pledge does not exempt any work from the Honor Code.

Honor Code Article V

Section 1 Conflicts of Interest

If a member of the Honor Committee has a conflict of interest with any of the participants in a case, that member must excuse themselves from all case proceedings. Voting in the Honor Committee shall require a majority of those members without a conflict of interest in the case.

If conflicts of interest result in the available membership of the Honor Committee being insufficient to conduct business, the administrative advisor shall consult with the Campus Life and Community Standards Committee to identify an appropriate pool of replacement student members for the duration of a given case.

Section 2 Timelines

A. There is no statute of limitations imposed on the reporting of suspected violations of the Honor Code. However, prompt reporting is in the best interests of all. In general, the Honor Committee would prefer that faculty report suspected violations no later than sixty days after the date that the final grade for the course was posted to a student's record. So long as the request is initiated within sixty days, the disposition of the case may exceed that timeframe.
B. The administrative advisor to the Honor Committee will communicate with accused students within five business days of the initial report. This communication will lay out the process that is to be followed.
C. The case chair assigned by the Honor Committee to a specific case will communicate with the accused student and the faculty member within five business days of being appointed as case chair.
D. Students and faculty are asked to respond to Honor Committee communications within five business days. So long as the communication is initiated within five days, the continued disposition of the case may exceed that timeframe.
E. If a faculty member fails to communicate with the Honor Committee in a timely manner, that may constitute grounds for the Honor Committee to find the student "not responsible."
F. If an essential witness fails to communicate with the Honor Committee in a timely manner, that may constitute grounds for the Honor Committee to find the student "not responsible."
G. If an accused student fails to communicate with the Honor Committee in a timely manner, the Honor Committee may continue the case without their active participation.
H. Cases submitted at the very end of a semester will generally not be addressed until the beginning of the next semester, except where such a delay would affect a student's ability to graduate on time.
I. These deadlines may be extended as needed by agreement of the Honor Committee chair and the administrative advisor to the Honor Committee. Extensions of deadlines must be communicated to relevant parties in a timely fashion.

Section 3 Preliminary Procedure

After a reported violation of the Honor Code is received, the Honor Committee shall appoint a Case Chair for the case. This Case Chair will make initial contact with the accused student, the faculty member, and any applicable witnesses. This contact is for the purpose of ascertaining the facts of the situation.

The student will be informed of the following as it applies to the Honor Committee procedures:

- specific Honor Code sections that have been allegedly violated;
- that the student is permitted and encouraged to be accompanied by another member of the College community as a Community Support Person at any and all meetings;

- that the student is permitted and encouraged to speak on their own behalf and to present a written statement that contains relevant information and facts;
- that they have the opportunity to accept responsibility for the allegation and pursue a mutual agreement resolution as outlined elsewhere in the Code;
- that the student can decline to answer a question which may result in self-incrimination. (The student who chooses this action does so with the full knowledge that all aspects of the student conduct process will continue.).

The student should also be informed of the following procedures should a mutual agreement fail to be reached or if they deny responsibility for the allegation:

- that if a Review Panel were to occur, the student is permitted and encouraged to bring relevant and necessary witnesses to the Review Panel meeting;
- that the student is permitted and encouraged to read the Honor Committee Report that is developed by the Review Panel. The report is generated only when a possible violation is forwarded to an Academic Integrity Board.

Section 4 Mutual Agreement

A violation of the Allegheny College Honor Code is both a violation of an agreed upon set of rules relating to academic integrity, but it is also an ethical transgression that does harm to the community of scholars and learners. Student responses to their own violations need to address both the policy violation and the ethical problem.

A student who admits their violation of the rules of academic integrity and takes responsibility for their actions and the harm they have caused may resolve their case through mutual agreement with the faculty member. This option is available at most for the first two violations of the Honor Code.

A. A student who admits that they violated the rules of academic integrity and takes responsibility for their actions will be asked to meet with the administrative advisor to the Honor Committee and then to complete a form answering the following questions. In each case the student should answer with honesty and self-reflection.
    i. What specifically happened and why?
    ii. What were the individual decisions that led to this violation and what different decisions could have been made?
    iii. Who has been affected by actions and how have they been affected?
    iv. What concrete practices can you put in place to ensure that no further violations of academic integrity occur?
B. If the Honor Committee case chair and the administrative advisor to the Honor Committee believe that the student has answered honestly and with self reflection, then the matter is mutually agreed and will be closed.
C. Students will generally be placed upon an Honor Code Warning for a first offense and an Honor Code Probation for a second offense. This will occur at the discretion of the administrative advisor to the Honor Committee.
D. No appeal to a mutual agreement is possible.

E. If a student ceases to communicate about the Mutual Agreement process, then after ten business days from the last communication, the administrative advisor to the Honor Committee may revert to the Academic Integrity Board process.
F. Faculty will assign any grade sanction and communicate the sanction to the student.

If a mutual agreement is not made, then the case will go to a hearing of the Academic Integrity Board. This will take place if the student appears to lack honesty and self reflection in their responses. A student must demonstrate their understanding of both their own actions and the reasons for them as well as the harm caused to other parties.

A case in which the student denies responsibility will go to a hearing of the Academic Integrity Board (currently Article VI).

The third and subsequent cases for an individual student will automatically go to a hearing of the Academic Integrity Board if so voted by the Honor Committee.

Section 5 Review Panel

If a student denies responsibility for the allegation, or if a mutual agreement cannot be reached, or if this the student's third or subsequent offense, a review panel will be appointed. This will consist of the previously appointed Case Chair and two other members of the Honor Committee.

Review Panel's Responsibilities

A. The Review Panel should interview the accuser(s) and the instructor of the course in question during the course of its investigation. Additionally, any prospective witnesses should be questioned.
B. The Review Panel shall inform the accused student(s) of the time and place of the meeting.
C. Review Panels should be recorded. This recording will be kept by the Honor Committee until the process is concluded and all right of appeal exhausted, after which it will be erased or destroyed. The recording is the property of Allegheny College. Additionally, notes will be taken during the Review Panel meeting and during any interviews conducted. Each party will review and sign the notes attributed to them.
D. Review Panels will be conducted in confidence, with only one person testifying at a time. When the Review Panel convenes, the Case Chair will proceed as follows:
    1. Review the applicable procedures.
    2. Read the accusation.
    3. Inform the accused of the Honor Committee's responsibilities and of the purpose of the Review Panel meeting.
    4. Ask the student whether they understand the purpose of the Review Panel, and for any opening remarks.
    5. Ask for the accused's closing statement. Allow the student to read, correct, and sign the Review Panel notes, thereby verifying the accuracy.

After the inquiry is completed, the Review Panel will discuss all substantial facts. The Review Panel will then make a recommendation to the full Honor Committee using the "more likely than not" standard.

Technical rules of evidence, such as may apply in civil or criminal courts of law, do not apply to the Review Panel meeting.

Section 6. Recommendation to an Academic Integrity Board

A. At its next meeting, the Honor Committee will make a decision regarding the recommendation of the Review Panel. A majority of the membership of the Honor Committee without a conflict of interest in a specific case will be required to forward a case to an Academic Integrity Board. The Honor Committee will consider all substantial facts and base their decision by using the "more likely than not" standard. The accused will be notified in writing of the Honor Committee's decision.
B. In the event the Honor Committee decides not to forward a case to an Academic Integrity Board - all materials concerning the case will be removed from the student's educational records.
C. The Honor Committee will notify the course instructor and the accuser of its decision and report the results to the administrative advisor to the Honor Committee.
D. If the case is forwarded to an Academic Integrity Board, an Honor Committee Report will be submitted to the administrative advisor to the Honor Committee by the Case Chair, along with the written and typed statements of the accused, accuser(s), and instructor. Additionally, the Case Chair or another member of the Review Panel will be required to attend the Academic Integrity Board hearing to present the facts and information gathered by the Panel.

Honor Code Article VI

Honor Code Hearing Process

A. The Honor Committee will inform the administrative advisor to the Honor Committee of its intention to refer the alleged violation of the Honor Code to an Academic Integrity Board. Within five business days, administrative advisor to the Honor Committee will inform the accused student of the following information regarding the hearing process:
    - time, date and place of the hearing;
    - specific Honor Code policies that have allegedly been violated;
    - that student complainants and respondents are permitted and encouraged to have a Community Support Person accompany them to the hearing. A Community Support Person is a current Allegheny College student or current employee chosen by a student to serve in an advisory capacity during a student's involvement in the Academic Integrity process. The primary role of the Community Support Person is to assist the student in preparing for meetings/hearings and to attend meetings/hearings as support for the student. The Community Support Person is not an advocate for the participant, does not represent the participant, speak on behalf of the participant, or examine/cross-examine other parties or witnesses, except as required by law in Title IX cases. The participant is responsible for presenting their own information; and, therefore, Community Support Persons are not permitted to speak or participate directly in any meetings/hearings without approval.

- that the participant is permitted and encouraged to meet with a College staff member to discuss the hearing process and to be accorded reasonable access to the Honor Committee Report, which will be reviewed and retained electronically. File contents cannot be copied, photographed or otherwise duplicated
- that the participant is permitted and encouraged to speak on their own behalf, to present relevant information, and to present a written statement and any additional information to the Academic Integrity Board no later than 24 hours prior to the hearing;
- that the student is permitted and encouraged to bring relevant and necessary witnesses to the hearing.
- The committee will conduct a hearing to receive and consider relevant facts about the alleged violation, to discuss the alleged violation, to determine whether the Honor Code has been violated, and to determine sanctions, if appropriate.

B. A recording is made of the hearing and retained by the administrative advisor to the Honor Committee pending an appeal. No other recordings of the proceedings are permitted.
C. Only the Provost and the administrative advisor to the Honor Committee or their direct designees will have access to the recording. No recording devices other than the official recording may be used during the proceedings. A file containing all records pertinent to the alleged violation is maintained by the administrative advisor to the Honor Committee. The recording and file are the property of Allegheny College. No other materials or notes related to the hearing should leave the room at the conclusion of the proceedings.
D. During the hearing, members of the Academic Integrity Board, the Honor Committee representative, the accused student and Community Support Person will be present, along with the administrative advisor to the Honor Committee. The Academic Integrity Board will be chaired by a non-voting representative of the administrative advisor to the Honor Committee who is trained in current policy and process to answer procedural questions and advise regarding the adjudication process.
E. The committee will listen to all relevant information and facts from:
    - the accused student;
    - the Honor Committee representative;
    - any witnesses, including the course instructor or teaching assistants, if appropriate.
F. Any member of the College community may be called as a witness by any of the parties involved with the alleged violation. Witnesses are permitted in the hearing only while presenting their testimony and responding to questions. The committee may determine the relevance of information and reasonably limit the participation of the witness accordingly.
G. Technical rules of evidence, such as those that apply in civil or criminal courts of law, do not apply to the hearing. Participants in the hearing may address comments and questions only to the committee. The board chair has the authority to make procedural decisions regarding the hearing.
H. When the board has heard and received the relevant information and documents offered by the parties during the hearing, the board will adjourn the hearing and move to executive session when only board members and the board Chair may be present. In the executive session, the board will deliberate and decide whether they believe the accused student is responsible for violating the Honor Code and, if so, will assign sanctions, if appropriate.
I. The committee's decision shall be made on the basis of whether it is more likely than not that the accused student violated the Honor Code. All decisions of the committee are by simple majority

vote. In the case of a tie vote, the matter will be considered to be concluded with no finding of a violation of the Honor Code.

J. After a decision has been reached, the administrative advisor to the Honor Committee will notify the accused student of the decision in writing within five business days from the date of the hearing.
K. Any student failing to attend a scheduled hearing does so with the understanding that the hearing may be held in their absence.

Honor Code Article VII

Appeal to the Provost

A. The decision of the committee may be appealed to the Provost of the College by the accused student within five business days from the date of the letter notifying the student of the decision of the committee. Such appeals shall be in writing and delivered to the Provost, with a copy to the Dean for the Student Experience.
B. In the written appeal, it is the responsibility of the person presenting the appeal to demonstrate grounds for the appeal. The appeal must specify the reason(s) for the appeal. The student appealing may appeal on any or all of the following grounds:
    - New facts not available at the hearing. If the facts were known but withheld during the original hearing by the person presenting the appeal, those facts may not be brought forward as a ground for appeal.
    - A violation of the process as described in the student handbook is one that significantly and materially affected the student's ability to present complete information to the board.
    - The board's decision was unsupported by any substantial evidence at the hearing.
C. The Provost has ten business days from the filing of the appeal to reach a decision.
D. The Provost may uphold or overturn the decision of the committee, return a case to the committee for further processing, or adjust or affirm any sanctions.
E. The decision of the Provost is final.

Honor Code Article VIII

Section 1 Honor Code Amendments

The Honor Code may be amended by a three-fourths vote of the full membership of the Honor Committee in consultation with Faculty Council, Allegheny Student Government, the Campus Life and Community Standards Committee, and the College Faculty. The amended Honor Code will be the subject of the next referendum, and will take effect should the student body vote to approve the Honor Code.

Section 2 Honor Code Referendum

Since 1990, the Honor Committee has held a referendum of the student body to determine whether the Honor Code shall remain a part of the Allegheny community every three years. This referendum shall be held in the second semester of every third year. A majority of degree-seeking students in the first-year,

sophomore and junior class standings, on campus and abroad, as of spring count in the year of the referendum, must vote to affirm the Code in order to keep the student-run Code.

(Spring 2024 Referendum)

Leaves of Absence and Withdrawal from the College

Short-Term Absences from Campus

1. Students leaving campus due to health reasons (e.g., physical or mental health needs) or due to the death of a family member or friend and other reasons should contact their class dean, who will then notify professors and other need-to-know offices. If they are unsure of who their class dean is they should email studentsuccess@allegheny.edu..
2. Please note that this is a notification only. Any student leaving campus is responsible for working with their professors in making up any missed course work. Please refer to the Class Attendance and Tests, Papers, and Examinations Policy sections of this handbook for additional information.

Voluntary Leaves of Absence

Students considering a Leave of Absence must consult their class dean, advisor, and others as appropriate, about the effect it will have on progress toward a degree, financial aid, and billing. Billing refunds for Leaves of Absence are governed by institutional policy; please contact the Office of Financial Services for information.

Students may apply to the Office of the Class Deans for a Leave of Absence when personal circumstances make a temporary absence advisable and a commitment to return to the College is evident. The length of the leave is determined by the student's needs, but normally will not exceed one calendar year. Students may request a Leave of Absence from the College without grade penalty up until the last day of classes in any semester. Students taking a voluntary leave from the College in this manner generally may not apply to return within the same academic year in which they took a leave. Exceptions to this policy may be granted by the Dean for the Student Experience or their designee.

When a student takes a Leave of Absence from the College during the first two weeks of the semester, 14-week courses will not appear on the official transcript, but, as appropriate, will appear on the academic record. Students who take a Leave of Absence from the College between the conclusion of the second week of the semester and the last day of classes will receive the grade of "L" for all courses for which they are registered. This will not affect their grade point average. If a student takes a Leave of Absence after the last day of classes, the grades for that semester will be posted to the student's record, and the student is subject to all applicable academic standing actions, including academic dismissal. Grades of X for Student-initiated Withdrawals taken prior to the leave will be posted to the student's transcript, as will grades for Module or Short Courses completed prior to the leave.

A leave may include conditions for re-entry that will need to be met before the student is approved to return. The student will receive written notification of any conditions when the leave of absence is processed.

During a Leave of Absence, when applicable, financial aid and course registration arrangements are held for the student's return. Students intending to return from a leave should contact the Office of the Class

Deans to initiate the return process. Students returning from a Leave of Absence are not required to pay a deposit to return to campus. Once approved to return, students may be placed into housing; if the approval is completed before the Housing Selection process begins, they may participate in the process. Additionally, once approved to return, students also may register for the next semester during the designated registration period. Housing and registration are contingent upon the student being in good financial standing with the institution.

A student taking a leave of absence who is a recipient of federal financial aid should consult the Office of Financial Aid about possible return of Title IV funds. Those students should also be aware that a semester in which they take a leave of absence may affect their ability to maintain minimum satisfactory academic progress and retain eligibility for federal financial aid.

Mandatory Leaves of Absence for Personal or Community Health/Safety Reasons

1. The Dean for Student Life may place a student on a mandatory leave of absence following established Threat Assessment protocols.
2. The Dean for Student Life will provide written notice to the student regarding the decision as to imposition of a mandatory leave. If a leave of absence is imposed, the written notice shall include (i) a time-frame when the student could be eligible to return; and (ii) the conditions the student would need to satisfy to be eligible for return. If a leave is not imposed, the Dean for Student Life may require conditions for the student's continued enrollment at Allegheny.
3. All reviews under this policy should be done in a reasonably timely manner. Where a student has been asked to remain off campus pending the review, every effort will be made by the Dean for Student Life to reach a decision within seven business days provided the student responds timely to requests for information and (if appropriate) evaluation.
4. A student placed on mandatory leave of absence has the right to appeal to the Dean for the Student Experience. The appeal must be in writing, delineating the reason(s) why the student believes the decision is inappropriate. The appeal must be received within three days of receiving written notification of the decision to place the student on mandatory leave. The appeal may relate to the leave decision itself and/or the conditions imposed to return to school. The Dean for the Student Experience will review the student's appeal and uphold, reverse or modify the decision. The Dean for the Student Experience's decision shall be considered final.
5. The length of any mandatory leave of absence will be determined on a case-by-case basis.
6. Unless expressly permitted by the Dean for the Student Experience or the Dean for Student Life in writing, students on mandatory leave of absence are not permitted to be present on campus and are not permitted to engage in any College-related activities, including, but not limited to, attending classes, living in the residence halls, and/or participation in student organizations and related activities.
7. When a student who has been on a mandatory leave of absence pursuant to this policy wishes to return to the College, the student must submit a written request to the Dean for Student Life to return. The Dean for Student Life may require further evaluation of the student to determine readiness to return. The Dean for Student Life may confer or seek information from others to assist in making the determination. If the Dean for Student Life is not satisfied that the student is

ready to return, they will notify the student in writing of the decision, including the reasons for the decision. A student not permitted to return may appeal the decision to the Dean for the Student Experience. The student will receive written notification of any conditions. Written requests for return from mandatory leave should be submitted no later than July 1 for the fall semester or November 15 for the spring semester.

8. A leave of absence under this policy is an administrative process, not a disciplinary process. It is possible that conduct leading to a mandatory leave of absence under this policy may also be subject to review and sanctions under the College's Student Code of Conduct.
9. This process supersedes any student request for a voluntary leave or withdrawal
10. International students on F-1 or J-1 visas are advised that a Mandatory Leave of Absence will likely affect their visa status and should consult with the International Student Services office.
11. For information regarding the effect of a leave of absence under this policy on matters such as transcripts, registration, financial aid, housing and refund policies, see above.

Involuntary Leave for Non-Registration or Non-Attendance

Non-Registration: All continuing students must be registered for at least one credit by one week prior to the first day of classes in the Fall or Spring semester, or the day on which they are scheduled to move-in, whichever is earlier. All holds must be lifted and other conditions of registration met AND students must have registered for at least one credit prior to the posted deadline. Students who do not do so are deemed to have failed to resume study and are placed on a Leave of Absence from the College by action of the Dean for the Student Experience or their designee, effective the end of the prior semester attended. All other conditions of a leave of absence apply to these students.

If there are demonstrable, extenuating circumstances by which a student has not been able to meet the posted deadlines above, they may appeal to the Dean for the Student Experience. Exemptions of this kind will not be routinely granted. The decision of the Dean for the Student Experience in this matter is final.

New students who are attending Allegheny College for the first time in the Fall or Spring semesters and who deposited close to the deadlines above are granted a standing exemption so long as they are making concrete progress towards registration and payment.

Students expected to graduate in September will not be placed on leave via this policy at the start of the Fall semester. Students expected to graduate in January will not be placed on leave via this policy at the start of Spring semester.

Non-Attendance: A student who is registered for classes but who fails to return to campus by the end of the add/drop period for the semester is deemed to have failed to begin attendance, and will be placed on a Leave of Absence from the College by action of the Dean of Students, effective the end of the prior semester attended. All other conditions of a leave of absence apply to these students.

Involuntary Leave for Unpaid Past Due Balance

Any student who is registered for Fall classes but who has a past due balance in excess of $1,000 will be placed on a leave of absence (for the Fall semester) if the balance remains unpaid by May 31. Students in this category will be eligible to return in the following Spring semester, assuming that their balance is paid in full and any other conditions of re-entry have been met. A student who wishes to return immediately in the Fall term and has otherwise met the conditions for return may request an exemption from the Dean for the Student Experience, but such exceptions will be granted rarely. For information regarding the effect of a leave of absence under this policy on matters such as transcripts, registration, financial aid, housing and refund policies, see above.

Voluntary Withdrawal From the College

Students wishing to withdraw from only a single course while still completing other registered courses should consider dropping the course (see "Adding and Dropping Courses" in the "Course Registration" section), if still permitted, or a Withdrawal if the drop deadline has already passed (see "Withdrawing From a Course" in the "Course Registration" section).

Students desiring to withdraw completely from the College must complete the withdrawal form. The enrollment deposit will not be refunded. Students may withdraw from the College without grade penalty up until the last day of classes in any semester. Students withdrawing form the College may not apply to return within the same academic year in which they withdrew.

When a student withdraws from the College during the first two weeks of the semester, 14-week courses will not appear on the official transcript, but, as appropriate, will appear on the academic record. Students who withdraw from the College between the conclusion of the second week of the semester and the last day of classes will receive the grade of "WC" for all courses for which they are registered. This will not affect their grade point average. If a student withdraws after the last day of classes, the grades for that semester will be posted to the student's record, and the student is subject to all applicable academic standing actions, including academic dismissal.

A withdrawal may include conditions for re-entry that will need to be met before the student is approved to return. The student will receive written notification of any conditions when the withdrawal is processed.

Students who withdraw are expected to return their student identification card to the Office of Public Safety. Students who withdraw from the College are expected to leave the campus within 48 hours. Short term exceptions beyond the deadline may be granted by the Dean for Student Life to allow the student sufficient time to make alternate arrangements. Withdrawn students lose all privileges of enrollment until such time as they are readmitted. Billing refunds for withdrawal are governed in the provisions set forth by the Financial Services Office.

A student withdrawing from the College who is a recipient of federal financial aid should consult the Office of Financial Aid about possible return of Title IV funds.

Re-entry after Leave of Absence or Withdrawal

All outstanding financial balances must be paid before re-entry can be approved. In addition, any conditions for re-entry will need to be met before the student is approved. The student will receive written notification of any conditions when the leave of absence or withdrawal is processed.

Students who take a leave of absence or withdraw may return to the College by contacting the Office of the Class Deans. The deadline for doing so is July 1 for the fall semester or November 15 for spring semester. A student re-entering from a withdrawal is required to pay the $400 deposit at the time they notify the Office of the Class Deans of the date of return.

Re-entry after Withdrawal for Students Who Transferred

Students who withdraw from Allegheny College and transfer to another institution as a degree-seeking student must reapply as a transfer student if they wish to return to Allegheny College. The Director of Transfer Advising and the Registrar will work with these students to determine if they are best served by continuing under their existing *Bulletin* or moving to the current *Bulletin*, per the College's Graduation Requirements Policy. The final decision is subject to the approval of the Registrar.

Dating Leaves and Withdrawals

Colleges and universities are required to accurately report the date that a student takes a leave or withdrawal. This date must be supported by appropriate institutional documentation.

For end-of-semester leaves or withdrawals (those where the student completes the semester), the date of the leave or withdrawal will in all cases be the last day of exams for the last semester completed. Requests for end-of-semester leaves or withdrawals may be submitted before the end of the semester and will be dated to the last day of exams. A leave taken in between semesters but before the first class day of the next semester will also be dated to the last day of exams for the last semester completed.

For leaves occurring during the semester (from the first day of classes until the last day of classes), if a student is deemed to have begun attendance at Allegheny College, the date of the leave or withdrawal will be the date on which the student submits the official Leave of Absence or Withdrawal Form. An exception to this would be a hospital stay or incarceration that was institutionally documented and which would have precluded the student from completing the form in a timely manner. In such cases the start date of the in-patient treatment or incarceration shall be used. However if a student does not submit the official Leave of Absence or Withdrawal form, and consequently fails or receives incomplete grades in all their courses that semester by reason of non-attendance, the withdrawal date will be based on the reported last day of attendance.

A student is regarded as having begun attendance if they have conducted academic activity as defined by federal regulations, principally that they are registered for courses AND have attended classes or submitted an academic assignment.

Students who are present in College housing or using a meal plan may be billed for those activities even if they have not begun attendance in classes. Students who withdraw from the College are expected to leave

the campus within 48 hours. Short term exceptions beyond this deadline may be granted by the Dean for Student Life to allow the student sufficient time to make alternate arrangements.

Students who are deemed not to have begun attendance in a given semester will be placed on leave or withdrawn effective the end of the prior semester attended.

In all cases of voluntary leaves or withdrawals, students have one business day to change their mind and rescind the leave or withdrawal. Requests to rescind a leave or withdrawal after that time will be forwarded to the Office of the Class Deans.

Determining the date of leave or withdrawal has significant consequences for billing and financial aid, so students are advised to complete the Leave of Absence or Withdrawal Form in a timely fashion. Students are also advised in particular to consult with Financial Aid.

If a student has questions about this process, they should consult with the Office of the Class Deans as soon as possible.

Leaves of Absence and Withdrawal Form

Leaves of Absence and Withdrawal Form

This policy is under the purview of the Academic Standards and Awards Committee. Changes are subject to a vote of the faculty.

(March 2020, 27 April 2023)

Micro-Credentials

Micro-credentials are digital badges that contain data regarding skills, competencies and strengths within a field of study, or through a course stream comprised of existing Allegheny courses. Micro-credential badges are used on hiring and application portals to help job and graduate school applicants rise through the algorithmically-parsed applicant pool by meaningfully tying skills, competencies and strengths gained while studying at Allegheny to needs designated as important to organizations.

A Micro-credential is defined by at least 12 credits that, taken together, develop a set of well-defined skills, competencies and strengths. Courses used to fulfill a Micro-credential must be completed with a C or better. Up to one transfer course may be used to fulfill the requirements for any given Micro-credential.

Micro-credentials are issued twice per year, typically falling on the first business day after February 1st for micro-credentials earned in the fall semester, and June 1st for micro-credentials earned in the spring semester.

2 Dimensional Design

2D Design equips students with the foundational knowledge to produce a portfolio of works in 2D, whether digitally or in traditional media such as drawing and painting. Students who earn this microcredential will be able to effectively utilize the tools and techniques of varying 2D media toward the production of a body of work.

2 Dimensional Design (12 credits)
Take all of the following (12 credits):
ART 151, Drawing I
ART 182, Painting I
ART 187, Electronic & Intermedia Art

Learning Outcomes
Skills, competencies, and strengths gained:

- Identify 2D design techniques that can be applied across multiple media.
- Apply 2D design techniques across multiple media.

- Incorporate 2D designs into a portfolio.

3 Dimensional Design

3D Design equips students with the foundational knowledge to produce a portfolio of works in 3D, whether in sculpture, ceramics, or emerging media areas such additive manufacturing. Students who earn this microcredential will be able to effectively utilize the tools and techniques of varying 3D media toward the production of a body of work.

3 Dimensional Design (12 credits)
Take the following (8 credits)
ART 162, Sculpture I
ART 165, Ceramics I
And one of the following (4 credits)
ART 262, Sculpture II
ART 265, Ceramics II

Learning Outcomes
Skills, competencies, and strengths gained:

- Identify 3D design techniques that can be applied in multiple media.
- Apply 3D design techniques across multiple media.
- Incorporate 3D designs into a portfolio.

AI-Driven Content Creation

AI-Driven Content creation equips students with contemporary strategies and tools for creating images, video, and text such as prompt engineering and large language model (LLM) model fine-tuning. Students completing this microcredential will be able to generate intentional and consistent results in response to a wide variety of purposes, including artistic and industrial applications.

AI-Driven Content Creation (12 credits)
Take all of the following (12 credits)
ART 187, Electronic & Intermedia Art
CMPSC 303, Artificial Intelligence*
CMPSC 350, Computational Narrative*

Learning Outcomes
Skills, competencies, and strengths gained:

- Create images, text, audio, and video using industry-standard platforms and models.
- Write successful model prompts using platform-specific best practices, to yield consistent, high-quality results.
- Revise model outputs using iterative design practices and AI-informed design tools.

Art History Fundamentals

Students who complete the Art History microcredential demonstrate basic fluency in the language of art history and visual analysis. Students understand major movements in Art History, particularly in the twentieth and twenty-first centuries, and they learn about how artworks reflect, impact, and participate in cultural power dynamics related to race, gender, sexuality, and nationality, among others. Students must take 3 of the 4 listed courses.

Art History Fundamentals (12 credits)
Take three of these four courses (12 credits)
ART 115, Art History Since the Birth of the Museum
ART 250, Contemporary Strategies in Art

ART 252, Feminist Art Histories
ART 350, Contemporary Art Writing

Learning Outcomes
Skills, competencies, and strengths gained:

- Identify and use terms related to art history and visual analysis
- Demonstrate an understanding of major movements in art history, with an emphasis on developments in the twentieth and twenty-first centuries
- Articulate how artworks and their circulation reflect cultural power dynamics

Content Creation

Content Creation will develop students' skills in producing images, video, and sound-based content and instructing them on effective deployment through web development and/or contemporary marketing practices.

Content Creation Requirements (12 credits)
Take all of the following:
ART 171, Photography I
ART 187, Electronic & Intermedia Art
CMPSC 302, Web Design*****

Learning Outcomes
Skills, competencies, and strengths gained:

- Demonstrate camera use fundamentals,
- Develop production, sound editing, web development and design tool fundamentals
- Identify contemporary marketing practice

Curatorial Studies

Students who complete the Curatorial Studies microcredential demonstrate basic fluency in terms, concepts, and major historical events related to the curatorial process, especially as it relates to art museums and galleries. Students build skills toward effectively writing about art to non-specialist publics, and participate in a hands-on curatorial project.

Curatorial Studies (12 credits)
Take all of the following (12 credits):
ART 115, Art History Since the Birth of the Museum
ART 350, Contemporary Art Writing
ART 584, Contemporary Institutions of Display

Learning Outcomes
Skills, competencies, and strengths gained:

- Demonstrate an understanding of how artworks circulate in the public sphere
- Demonstrate fluency in basic terms and major historical events related to cultural institutions of display
- Clearly communicate about visual art to develop skills for effectively writing about visual art to non-specialist publics

Data Analysis

Data Analysis introduces the knowledge and skills that students need to effectively make decisions using varied data sources. Students who complete this micro-credential will have the ability to use the Python and R programming languages to create data visualizations, perform statistical analyses, and train machine learning models that yield actionable insights and support decision-making.

Data Analysis Requirements (12 credits)
Take the following (4 credits):

CMPSC 301, Data Science
And any two of the following (8 credits):
CMPSC 100, Computational Expression
CMPSC 101, Data Structures
CMPSC 102, Discrete Structures

Learning Outcomes
Skills, competencies, and strengths gained:

- Perform exploratory data analysis and visualization
- Train, validate, and apply machine learning models
- Automatically model and mine text documents
- Deploy visual data analytics dashboards
- Use commercial data analysis platforms

Data-driven Health Informatics

Data-driven Health Informatics microcredential provides foundational knowledge and skills in finding, understanding, organizing, visualizing, and extracting information from health-related data. Students who complete this micro-credential will be able to explore publicly available health and genetic data, and use open-source web tools, Python programming, and Stata software package to learn insights from this data.

Data-driven Health Informatics (12 credits)
Take all of the following (12 credits):
CMPSC 100, Computational Expression
CMPSC 300, Bioinformatics

GHS 228, Global Health Data and Visualization

Learning Outcomes
Skills, competencies, and strengths gained:

- Employ database management and software packages to collect, analyze, store, retrieve and run queries on publicly available health data.
- Use industry-standard web-based and computational library-based tools, and bio/health algorithms to process, explore, examine and analyze health and genetic data.
- Demonstrate, articulate and document health information and all the processes by which health data is generated.

Editing and Publishing

This microcredential emphasizes public-facing writing, editing, and ethical publication. The courses have been selected to offer students opportunities to consider the practical skills of copy-editing, publication production, and marketing, while simultaneously learning to give and receive useful and editorial feedback.

Editing and Publishing (12 credits)
Take the following (4 credits):
ENGL 207, Editing and Publishing
And one of the following (4 credits):
ENGL 205, Writing Fiction
ENGL 206, Writing Poetry
ENGL 210, Writing Creative Nonfiction

And one of the following (4 credits)
ENGL 208, Professional Writing
ENGL 504, Editorial Practicum: The Allegheny Review (2 credits Fall and 2 credits Spring)

Learning Outcomes
Skills, competencies, and strengths gained:

- Apply writing and editing skills in professional and publication contexts.
- Demonstrate editorial skills by providing written and oral feedback on the writing of their peers.
- Analyze the ethical and social implications of editing and document design.

Filmmaking & Media Production

Filmmaking & Media Production equips students with strategies, and techniques to best utilize contemporary tools in the field. Students completing this microcredential will be able to produce technically advanced films that effectively leverage technique toward expressing an underlying conceptual or narrative objective.

Filmmaking & Media Production (12 credits)
Take all of the following (12 credits):
FILM 171, Filmmaking 1
FILM 300, Filmmaking 2
FILM 350, Filmmaking Technique

Learning Outcomes
Skills, competencies, and strengths gained:

- Apply standard film and video production techniques and tools
- Articulate tools and approaches employed in filmmaking and video production

- Develop a video and filmmaking portfolio that represents formal, and technical breadth

Foundations of Industrial Design

Foundations of Industrial Design equips students with the foundational knowledge to produce a portfolio of Industrial Design studies prompted by problems generated through the study of commonplace objects and their use cases. Students who earn this microcredential will be able to effectively utilize the tools and techniques of the field of Industrial Design toward the production of a cohesive portfolio of design objects.

Foundations of Industrial Design (12 credits)
Take all of the following (12 credits):
ART 142, Industrial Design Principles
ART 242, Materials & Fabrication
ART 342, Design Forms

Learning Outcomes
Skills, competencies, and strengths gained:

- Identify industrial design techniques.
- Apply industrial design language.
- Incorporate industrial designs into a portfolio.

Health Anatomy

The Health Anatomy microcredential involves a three-course series that covers terminology and anatomy & physiology. This series may fulfill admissions requirements for graduate programs in nursing, physician's assistant, physical therapy, or other allied health professions.

Health Anatomy (12 credits)
Take all of the following (12 credits):

BIO 175 , Medical Terminology
BIO 210, Anatomy & Physiology I
BIO 211, Anatomy & Physiology II

Learning Outcomes
Skills, competencies, and strengths gained:

- Connect medical terminology to human anatomical and physiological systems
- Identify normal and abnormal anatomical features related to human health

Product Development in the Internet of Things

Product Development in the Internet of Things provides students hands-on experience with creating smart devices using the principles of human-computer interaction (HCI), and user-centered design (UCD). Students will develop and prototype physical devices incorporating industry grade software and hardware such as the Raspberry Pi, Teensy, or ESP32 platforms to design reproducible, manufacturable, technical solutions which respond to and/or supplement human needs.

Product Development in the Internet of Things (12 Credits)
Both of the following (8 credits):
CMPSC 100, Computational Expression
CMPSC 200, Computer Organization*
And one of the following (4 credits):
CMPSC 304, Robotic Agents*
CMPSC 406, Internet of Things

Learning Outcomes
Skills, competencies, and strengths gained:

- Describe principles of user-centered design (UCD).
- Apply tools that integrate hardware and software consistent with best practices of human-computer interaction (HCI).
- Write and distribute documentation and hardware schematics with consideration of device reproducibility.

Programming with Web Technologies

Programming with Web Technologies teaches students how to develop accessible, aesthetically pleasing, and well-organized websites and web applications. In addition to attaining the knowledge and skills needed to benchmark, maintain, and enhance websites, students who complete this micro-credential will be able to design the user experiences and interfaces for compelling and dynamic web projects.

Programming with Web Technologies (12 credits)
Take the following (4 credits):
CMPSC 302, Web Design*****
And any two of the following (8 credits):
CMPSC 100, Computational Expression
CMPSC 101, Data Structures
CMPSC 102, Discrete Structures

Learning Outcomes
Skills, competencies, and strengths gained:

- Structure web content using semantic and accessible HTML and CSS
- Develop web applications
- Perform automated testing of web content
- Deploy interactive web applications

- Use static site generators

Software Development

Software Development introduces the knowledge and skills that students need to engineer, release, and maintain software implemented in the Python programming language. Students who complete this micro-credential will have the demonstrated ability to make high-quality contributions to both the source code and technical documentation in software projects stored in GitHub repositories.

Software Develoopment Requirements (12 credits)
Both of the following (8 credits):
CMPSC 100, Computational Expression
CMPSC 101, Data Structures
And one of the following (4 credits):
CMPSC 201, Programming Languages
CMPSC 203, Software Engineering

Learning Outcomes
Skills, competencies, and strengths gained:

- Use the object-oriented programming paradigm
- Perform automated software testing
- Setup continuous integration and delivery of software
- Create technical documentation
- Release and maintain software

*****Additional prerequisite not in micro-credential requirements.

Privacy Policy (FERPA)

POLICY ON THE PRIVACY OF STUDENT RECORDS

Please see here for FERPA release forms for specific use.

The Family Educational Rights and Privacy Act of 1974, (FERPA) mandates that educational institutions maintain the confidentiality of student educational records as defined by FERPA. Specifically, FERPA states (a) that a written institutional policy must be established, and (b) that a statement of adopted procedures be made available, covering the privacy rights of students. The following policy outlines Allegheny College's definitions, policies, and procedures related to access to educational records. Students will be notified of their FERPA rights annually by publication of this policy in the *Academic Bulletin* and via e-mail to their official Allegheny College e-mail account.

- Educational Records
- Directory Information
- Inspection and Review of Educational Records
- Amendment of Educational Records
- Student Records Location

Educational Records

A. "Educational Records" include records directly related to a student, which are maintained by Allegheny College, such as admissions materials, transcripts/grades, student conduct records, financial records/billing statements, emails, and financial aid information. Educational records do not include: records of instructional, administrative, and educational personnel which in the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; law enforcement records of the Security Office; health records of the Health Center and Counseling Center; employment records of full-time employees who are also students; alumni records which contain information about a person after they are no longer in attendance at the College and which do not relate to the person as a student. These records are not necessarily available to a student, but health records may be reviewed by health care provider(s) of the student's choosing.

B. No one outside the College community shall have access to, nor will the College disclose, any information from a student's educational records without the written consent of the student, except to persons who are permitted access under the Act. These are: authorized representatives of federal or state agencies for audit, evaluation, enforcement or compliance with federal or state requirements; officials of other institutions in which students seek to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; persons or organizations providing students financial aid; accrediting agencies carrying out their accreditation function; authorized researchers who provide for confidentiality of the records; parent(s) of students who have established that student's status as a dependent according

to federal tax laws; persons in compliance with a court order/subpoena or ex parte court order as determined relevant by law; necessary persons, including parents of an eligible student, in an emergency in order to protect the health or safety of students or other persons; and the alleged victims of incidents of violent behavior of the outcomes of student conduct proceedings with respect to those incidents.

Additionally, the U.S. Department of Education defines the following circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your 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 your records and PII without your 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 your education records and PII without your 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 your 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 your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you 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.

FERPA allows the release of any information from a student's educational record without the written consent of the student to the parent(s) of a student who have established the student's status as a dependent according to federal tax laws. Information concerning a student who is a dependent, within the meaning of Section 152 of the Internal Revenue Code of 1954, may be released to that student's parent(s). The Internal Revenue Code defines a dependent student as one who has attended an educational institution full time for any five calendar months of a tax year and who was provided more than one-half of their support as claimed by the parent(s) on their income tax statement. A student may change their status regarding dependency by submitting the proper form and necessary supporting documents to the Financial Services Office. For purposes of this policy, the assumption will be that a student is not a dependent within the meaning of the Internal Revenue Code, unless individually certified to the contrary under the criteria above. Regardless of dependency, a student may submit a release form authorizing the College to share information with their parent(s). The submission of such a release is encouraged and can be done by contacting the Office of the Registrar.

C. Within the Allegheny College community, only College officials, individually or collectively, acting in the student's legitimate educational interest are allowed access to student educational

records. College officials are persons: employed by the College in academic, administrative, or support staff positions; serving on institutional governing bodies; or contracted by the College to perform certain tasks. A College official has a legitimate educational interest if the information requested is necessary for that official in performing a task that is specified in their position description or contract agreement or is performing a task related to the student's education.

Directory Information

A. At its discretion, the College may provide directory information to the public, without prior approval, to include: student name, local and permanent address, photographs, telephone number, email address, date of birth, enrollment status, major field of study, date of attendance (including graduation date), degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Directory information includes a student ID number, user ID, or other unique personal identifier used by the student but only if that information cannot be used directly to gain access to educational records. (ID numbers are NOT included in any documents such as *The Compass* (Allegheny Student Handbook) or student directory.)

B. A student may withhold directory information from public disclosure by notifying the Office of the Registrar in writing. Directory information can be withheld at any time of year and once a student requests non-disclosure this will be in effect until the student gives written notice to change their non-disclosure status. A parent or eligible student may not opt out of directory information disclosures to prevent the institution from disclosing or requiring a student to disclose the student's name, student ID number, or institutional e-mail address in a class in which the student is enrolled. Directory information will be withheld even after graduation until Allegheny College is notified otherwise. At the beginning of each academic year, students who have not already requested a hold on directory information and who want to withhold directory information from the Allegheny student government telephone directory must do so by the end of the add period for Fall classes.

Inspection and Review of Educational Records

A. A student has the right to inspect and review (within forty-five days of request) information contained in their educational records (as defined above); to challenge the contents of their educational records and to have a hearing, if the outcome of the challenge is unsatisfactory; and to submit explanatory statements for inclusion in their records if they feel the outcome of the hearing is unacceptable.

B. The Registrar or designee coordinates the inspection and review procedures for student educational records. Such records are maintained at several locations on the campus; these locations are listed at the end of this policy. A student who wishes to review their educational records must make written requests to the offices maintaining the records. If a student is uncertain as to the location of a particular record, the written request should be addressed to the Registrar

listing the item(s) of interest.

C. A student may not inspect or review the following: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment, job placement, or honors to which they have waived their rights of inspection and review; or educational records containing personally identifiable information about other students. The institution is not required to permit a student to inspect or review confidential letters and recommendations placed in their file prior to January 1, 1975, providing those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Amendment of Educational Records

A. If a student believes that the information contained in their educational records is inaccurate or misleading, or that it violates privacy or other rights, the student may request that the College amend the record. Such request shall be in writing addressed to the Registrar, and shall specify the amendment sought.

B. The Registrar or designee shall, within 30 days after receiving the student's request, and after consulting with appropriate College officials, decide whether the record will be amended in accordance with the request and inform the student in writing. If the decision is to amend the record in accordance with the request, the Registrar or designee shall correct the records within ten days. If the decision is to refuse to amend the record in accordance with the request, the Registrar or designee shall simultaneously advise the student that they may request a hearing to challenge the content of the educational records by contacting the Registrar in writing.

C. If a request for a hearing is received, the Registrar or designee shall request that the President appoint a panel of three College faculty members or administrators to conduct the hearing. Persons appointed shall be individuals who have no direct interest in the outcome of the hearing. The President shall designate a chairperson for the panel and shall provide the panel such assistance as deemed appropriate.

D. The chairperson of the hearing panel shall notify the student and the Registrar or designee of the date, time and place of the hearing at least five days before the hearing.The student shall be afforded a full and fair opportunity to present evidence relevant to the issue whether the information in the student's educational record is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. The Registrar or designee shall be afforded a like opportunity. The panel shall make its decision solely on the basis of the evidence presented at the hearing.

E. The student may be assisted throughout the process by a Community Support Person. The Community Support Person must be a current student or employee of the College who is chosen by the student to serve in an advisory capacity during the hearing. The primary role of the Community Support Person is to assist the student in preparing for the hearing and to attend the

hearing as support for the student. The student is responsible for presenting their own information and, therefore, advisors are not permitted to speak or participate directly in the hearing without approval from the chairperson.

F. The chairperson of the hearing panel shall, within five days after the hearing, inform the student of the panel's decision in writing including a summary of the evidence and the reasons for the decision. If the decision is to amend the record in accordance with the request, the Registrar or designee shall correct the records within ten days. If the decision is to refuse to amend the record in accordance with the request, the chairperson shall simultaneously advise the student that they have the right to place in the educational record a statement commenting on the records and setting forth the reasons for disagreeing with the College. Such statement shall thereafter be maintained as part of the educational record and thereafter disclosed to any party to whom the contested record is disclosed.

G. If the student believes that their challenge and/or hearing was handled incorrectly or was not in keeping with the requirements of the Act, they may direct a written appeal to the President. Furthermore, students who believe that their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SE, Washington, DC 20202-4605.

For further information, students may consult the Office of the Registrar.

Student Records Location

- **Academic Records -** Registrar's Office, Murray Hall
- **Admissions Records** (Pre-Matriculation) **-** Admissions Office, 454 House
- **Campus Police Records -** Security Office, Murray Hall
- **Career Education Records -** Career Education, Pelletier Library
- **Counseling Records -** Counseling & Personal Development Center, Schultz Hall
- **Dean of Students Records** (Includes Admission Records) **-** Dean of Students, Campus Center
- **Employment Records -** Human Resources Office, Bentley Hall (full-time)
- **Enrollment Records -** Registrar's Office, Murray Hall
- **Financial Aid Records -** Financial Aid Office, 454 House
- **International Education Program Records -** The Maytum Center for Student Success, Pelletier Library
- **Maytum Center for Student Success -** The Maytum Center for Student Success, Pelletier Library
- **Medical Records -** Winslow Health Center, Schultz Hall
- **Residence Life Records -** Office of the Dean of Students, Campus Center
- **Student Accounts Billing Records -** Student Accounts Office, Bentley Hall
- **Student Conduct Records -** Office of Student Life, Campus Center
- **Student Athletes Records -** Athletic Department, Wise Center
- **Work-Study Employment Records -** Financial Aid Office, 454 House

(Created April 15, 1997 (Revised March 2019)

Changes to this policy are made by the Registrar and are approved by the Administrative Executive Council.

Transfer of Courses

To be acceptable for transfer credit, U.S. courses must be taken in residence at (i.e., through registered enrollment in) a regionally or nationally accredited institution and must be of a liberal arts nature. Courses taken outside the U.S. must be transcripted either by an accredited U.S. partner institution or by a foreign institution certified in its home country by a process of comparable rigor to U.S. accreditation. For courses taken under the standard U.S. semester system, the number of semester credit hours awarded by Allegheny is equal to the credit awarded by the institution at which the course was taken. For institutions that use other systems, the credit awarded by the institution is converted to the equivalent number of semester credit hours.

For students who have earned academic credits while in military service, and which are recorded on a Joint Service Transcript, credit will be accepted per the recommendation of the American Council on Education, so long as it otherwise meets the criteria for transfer of credit to Allegheny College. Transcripted military experiences are ineligible for transfer.

A grade of "C" or better must be earned in each course; courses with grades of "C-" or below will not be accepted for transfer. Courses taken on a pass/fail basis will be accepted only if a grade of "pass" is equivalent to at least a "C" at the awarding institution. Transfer credit will not be awarded for any course for which a student has previously earned credit at Allegheny. In addition, if a student subsequently takes a course at Allegheny for which transfer credit has previously been awarded, the transfer credit will be removed from the student's Allegheny transcript. Transferred course credits count toward the graduation requirement of 128 semester credit hours, but the grades for such courses are not included in the student's academic grade-point average. The Allegheny transcript does not indicate the grades of transferred courses.

The number of credits that can be transferred toward the undergraduate degree is limited by the academic residency requirement, which also limits how students may sequence transfer and Allegheny courses as they complete the final courses for their undergraduate degrees. The residency requirement is satisfied upon completion of 64 semester credit hours "in residence." This means that students may not transfer more than 64 credits towards the undergraduate degree until after the 128 credit requirement for graduation has been satisfied. For more complete information, see The Academic Residency

Transfer Credit and Graduation Requirements

Limits on how many transfer credits may be used to satisfy major or minor requirements are established by the respective program.

In some cases, transfer credit may be used to satisfy the College Distribution Requirements. Students should keep in mind that the Distribution Requirements are defined in terms of semester credit hours. For example, a three-credit course from another institution will only partially satisfy a four-credit requirement at Allegheny.

If a course transfers in as an exact equivalent to an Allegheny course (e.g., FRNCH 110, HIST 328) it will count towards the same Distribution Requirement as does the equivalent Allegheny course.

Courses from Allegheny-sponsored national and international study programs and courses transferred in by students who did not matriculate at Allegheny College as first-year students (i.e., transfer students) will be evaluated through the usual process for transfer credit, and if they are equated to an exact Allegheny equivalent course, they will fulfill the same distribution requirements as the corresponding course taught on campus.

ONLY students who entered Allegheny College as transfer students may petition the Curriculum Committee to have a three-credit course from their prior institution fulfill a particular distribution requirement. If that petition is accepted, the fourth credit will be waived, although the student will still need to meet the credit requirements for graduation.

Students who wish to appeal to use an ineligible course to fulfill a College Distribution Requirement should contact the Registrar's Office for assistance. The Curriculum Committee has the final authority to determine the eligibility of these courses for fulfillment of the College Distribution Requirements.

Note for students who matriculated before Fall, 2016*, under the "old" distribution requirement: transfer courses may satisfy distribution requirements in many cases depending on the department, nature, and level of the course. Please consult the Registrar's Office for more information.*

Transcripts received from other accredited institutions are evaluated by the Office of the Registrar as promptly as possible. Students desiring to have work completed at other institutions considered for transfer credit should arrange to have official transcripts or other appropriate documents forwarded to Allegheny College as soon as possible. No transfer credit can be awarded until the appropriate documents have been received by the College.

Concurrent Enrollment

Matriculated, degree-seeking students are not permitted to enroll in classes simultaneously at Allegheny and at another institution. With the exception of credit for courses in an approved off-campus study program, credits earned at another academic institution during the same term that a student is in residence at Allegheny will not be accepted for transfer. Approved off-campus programs are defined as EL seminars; Allegheny-sponsored off-campus study programs; and Abroad Independent programs administered by Allegheny's Office of International Education. Additionally, students participating in an ROTC program while enrolled at Allegheny College are eligible to transfer in courses earned through that program. All concurrently earned credits must meet the criteria for transfer of credit to Allegheny College.

College Credit for Prior Coursework

First-time, first-year students with eligible credits completed prior to matriculation are recommended to transfer in a maximum of 42 credits. This includes Credit by Examination (see below), credit obtained for

college-level courses offered at high schools by accredited colleges and universities, which is treated as transfer credit, and transfer credit for work taken in residence at accredited colleges and universities. (See Transfer of Courses, above.) Students who wish to receive credit for college-level courses offered at high schools or who are now considering taking college or university courses elsewhere should contact the Office of the Registrar for advice about transfer credit and/or selection of courses.

However, first-time, first-year students *may* transfer in additional credits up to the maximum for all students of 64, but should be aware of the following caveats:

- Once posted on an Allegheny College transcript, transfer credits will not be removed unless the student successfully completes the exact equivalent Allegheny course while in residence.
- Students who bring a maximum of 64 credits from dual enrollment while in high school *will not* be able to transfer in any additional credits while enrolled at Allegheny, *including* from study away, off campus internships or summer classes transcripted by other institutions, or from other courses or experiences.
- Students should be aware that, per Federal regulations, they will lose eligibility for federal financial aid after the 192nd credit is posted to their transcript (150% of the 128 credits required for graduation).
- Students with dual enrollment credits may not yet be ready for upper-level courses. Students should consult with course instructors and their advisors as appropriate.

Students who wish to receive credit for college-level courses offered at high schools or who are now considering taking college or university courses elsewhere should contact the Office of the Registrar for advice about transfer credit and/or selection of courses.

This police is under the purview of the Academic Awards and Standards Committee. Changes are subject to a vote of the Faculty.

(March 2019)

Credit by Examination

Students may earn college credit at Allegheny by participating in the Advanced Placement Program (AP) of the Educational Testing Service, the College-Level Examination Program (CLEP), and the International Baccalaureate (IB) testing programs. *To be eligible for credit, exams must be* **taken** *before the student enters college, though scores may still be submitted after enrolling.*

Students may receive credit by examination for a maximum of 20 semester credit hours (five courses). Students who receive scores of four or five on an AP examination will receive academic credit, subject to the 20-credit limit on credit by examination. Placement will be determined by the appropriate department. AP credit and course placement are considered only after receipt of official examination scores from the Educational Testing Service.

Individuals who perform well on certain CLEP tests may receive both credit and placement, usually at the first-year or sophomore levels. Departments, in consultation with the Office of the Provost, periodically establish which credits may be earned by standardized testing. Students who score five or better on the higher-level examinations of the IB testing programs may be granted credit and placement by some departments.

In some cases, AP, CLEP, or IB credit may be used to satisfy the College Distribution Requirements. Students should keep in mind that the Distribution Requirements are defined in terms of semester credit hours. For example, a three-credit course from another institution will only partially satisfy a four-credit requirement at Allegheny.

If an AP, CLEP, or IB course transfers in as an Allegheny course equivalent (e.g., PSYCH 110, MATH 160) it will receive the same credit towards fulfillment of the College Distribution Requirements as the equivalent course taken in residence at Allegheny College. AP, CLEP, or IB courses that do not transfer in as an Allegheny course equivalent do not count towards fulfillment of the College Distribution Requirements.

Note for students who matriculated between Fall, 2015, and Fall, 2016: *Many AP courses do count towards the distribution requirement that applies to you. Please review your Degree Audit to see if your AP credit satisfies any of your distribution requirements.*

Note for students who matriculated before Fall, 2015: *AP courses* **do not count towards** *the distribution requirement that applies to you.*

Pre-Approval of Transfer Credit

Please see here for further information.

Areas of Study

The Curriculum

As a liberal arts college, Allegheny has as its first concern intellectual growth. The curriculum and graduation requirements are designed to provide educational depth and intellectual breadth. These goals are reflected in Allegheny's Institutional Learning Outcomes:

- Think critically and creatively
- Communicate clearly and persuasively as speakers and writers
- Invoke multiple ways of understanding to organize and evaluate evidence, and to interpret and make sense of their experiences and the experiences of others
- Apply their knowledge and learning to engage in informed debate and to analyze and solve problems

The elements of Allegheny's curriculum work together to provide students with a cohesive program in which all four Institutional Learning Outcomes may be achieved. In particular, the FS program, Junior Seminar, and Senior Project progressively develop students' abilities to read and listen critically, formulate their ideas, and become more effective writers and speakers. The Distribution Requirements introduce students to a variety of ways of organizing and making sense of information, and they develop students' recognition of complexity and difference. The major-minor combination requires students to gain a significant degree of expertise in one area of study and more than a superficial understanding of a different area of study. Taken together the major-minor requirement deepens student's ability to view issues and problems from multiple perspectives helping them develop the ability to solve problems critically and creatively through multiple lenses. Each major program requires a junior seminar and senior project in which students are expected to demonstrate critical and creative thinking, clear and persuasive communication, and the ability to apply their learning to engage in informed debate and address challenges within the context of the discipline. The College supplements the wide range of courses and programs offered locally with cooperative and special arrangements that increase the choices available to students.

Successful completion of Allegheny's four-year program leads to the degree Bachelor of Arts or Bachelor of Science.

Faculty advisors working with their advisees usually find themselves consulting this "Curriculum" section more often than any other part of the Academic Bulletin. Much here pertains to the educational life of every student on campus, though other points come into play only under special circumstances. This section deals with how the College operates; each student should know these requirements and regulations. The next section, "Courses of Instruction," describes the programs Allegheny offers.

Interdisciplinary Majors:

In most cases; students who complete interdisciplinary majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study; exceptions are noted in the program descriptions in this Bulletin.

Interdisciplinary Minors:

In most cases; students who complete interdisciplinary minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study; exceptions are noted in the program descriptions in this Bulletin.

The academic programs offered by the College are divided into six different areas of study listed below. Programs in each area use similar or overlapping methodologies and approaches to learning and creating knowledge.

Arabic

Professors Alkyam and Hilal

Courses in Arabic are offered by the department of World Languages and Cultures. For further information about the study of language and cultures at Allegheny College, please see the "World Languages and Cultures" section in this Bulletin.

Study Abroad

Students learning a foreign language are urged to spend a semester or preferably a year abroad. The College sponsors several distinct study-abroad programs that are open to all qualified Allegheny students and to which Allegheny financial aid may be applied; in particular, the sponsored programs in Al Akhawayn University in Morocco and at the CIEE Amman Study Center in Jordan offer instruction in Arabic. See the "Study Away Programs" section of this *Bulletin* for details.

International Business and Economics

Those students wishing to pursue a career in language with a focus on international economics or business should combine their study of a particular country and language with a background in economics. If students are majoring in Economics or Business and studying Arabic, they should take all the courses offered in Arabic language and literature. In addition, students are encouraged to study abroad and to complete an internship either abroad or with a company engaged in international trade. For economics courses that complement an Arabic minor, see the course of study described under International Business and Economics in the "Economics" and "Business" sections of this *Bulletin*.

Arabic Minor

The Arabic minor is a program in the **Languages, Literature, and Culture** Area of Study.

Arabic Minor Learning Outcomes

Students who have successfully completed an Arabic Minor can:

1. demonstrate understanding of details in informational or fictional texts and conversations relating to the past, present and future;
2. interpret cultural artifacts such as literary texts, images, or films from within the region and in the diaspora
3. make use of grammatical structures needed to participate in conversations about personal experiences as well as topics discussed in classes
4. identify a diversity of practices, spoken dialects, and perspectives across the region

The Arabic minor consists of 24 credits. At graduation, Arabic minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated.

The Minor requires 24 semester hours of coursework, including 16 semester hours of coursework in the Arabic language, one 100-level culture course taught in English, and one course at the 300 level.

While studying abroad is not required for the minor, students are encouraged to study at one of the two Allegheny sponsored sites in Arabic-speaking countries: Al-Akhawayn in Morocco and CIEE in Jordan.

Required Courses:

- ARAB 110 - Beginning Arabic I *Credits:* 4
- ARAB 120 - Beginning Arabic II *Credits:* 4
- ARAB 130 - Introduction to Arab Cultures *Credits:* 4
- ARAB 215 - Intermediate Arabic I *Credits:* 4
- ARAB 225 - Intermediate Arabic II *Credits:* 4

Choose One:

- ARAB 350 - Modern Arabic Novel in Translation *Credits:* 4
- ARAB 370 - Arab and Muslim Voices Post 9/11 *Credits:* 4

Art

Professors Thomas (Chair), Brand, Burleigh, Luman, Rich

The department firmly believes that art is fundamental to liberal arts education and that the opportunities provided for the study of artistic forms and concepts reflect the College's commitment to creativity.

The department's major programs are designed to develop a broad intellectual grounding in the traditions of the visual arts through an understanding of studio and art history, coupled with knowledge from other disciplines. Students learn to discriminate between the processes of production, interpretation, and evaluation and to think creatively about all aspects of artistic problem solving. Through the examination

and creation of original works of art, students learn to contextualize works of art and understand the relationship between praxis, theory, and history.

Courses in Studio Art and Art, Science, and Innovation are offered to meet the needs of majors and minors as well as students taking art courses as electives. Our curriculum is designed to be hierarchical in structure. Studio Art has breadth in foundation courses and depth through intermediate and advanced work in a medium. An experiential learning component allows students to explore ways of applying art in various professional environments. Art, Science, and Innovation is an interdisciplinary program that encourages artists to engage with the ethics and cultural implications of scientific and technological developments by combining work in artistic media with science disciplines. Both programs lead students to accept increasing responsibility for the concepts, imagery, and media with which they work. Especially in the Junior Seminar and Senior Project, students learn to write about, speak about, research, contextualize, produce, exhibit, and document their work.

Housed in the Department of Art, the Allegheny Lab for Innovation & Creativity is a leading edge design, editing, programming and fabrication facility. With laser cutters, 3D printers, a CNC machine, 3D scanning equipment, VR gear, and powerful desktops running everything from Unity to the Adobe Creative Cloud, the Center for Innovation supports collaborative work across campus and outside the classroom.

The Bowman, Megahan, and Penelec Art Galleries provide a major exhibition facility for northwestern Pennsylvania, offering a lively and varied exhibition program with an accent on contemporary art. Field trips to the Cleveland Museum of Art, the Albright-Knox Gallery in Buffalo, or the Carnegie Museum of Art, Andy Warhol Museum, and the Mattress Factory in Pittsburgh each provide contact with major art

Studio Art Major

The Studio Art major is a program in the **Visual and Performing Arts** Area of Study. Studio Art majors may not double-major or minor in Art, Science, and Innovation.

Studio Art Major Learning Outcomes

Students who successfully complete a MAJOR in Studio Art will:

1. Produce a self-motivated art practice
2. Effectively communicate conceptual motivations of their art practice in speech and writing
3. Contextualize art within the contemporary art world and within art history, through speech and writing
4. Develop professional skills in promotion, exhibition, and documentation
5. Demonstrate critical thinking to resolve conceptual and formal questions in their art practice.

The Studio Art major, consisting of 50 credits, leads to the Bachelor of Arts degree. At graduation, Studio Art majors must have a GPA of at least 2.0 in the major. The calculation is based on all art courses taken at Allegheny on a letter-grade basis. Only the most recent grade is considered for courses that have been repeated. All art courses must be taken on the letter grade basis. Under exceptional circumstances, one

additional course taken Credit/No Credit may be presented for the major with permission of the chair of the department. Typically, this exception is made when a student has taken an art course CR/NC before declaring a major in the department. A maximum of 8 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

The Studio Art major is designed to develop a broad intellectual grounding in the traditions of the visual arts through an understanding of mediums and concepts. Students learn to discriminate between the processes of production, interpretation, and evaluation, and to think creatively about all aspects of artistic problem solving. Through the examination and creation of original works of art, students learn to contextualize works of art and understand the relationship between praxis, theory, and history.

The Major requires 9 courses in four categories, plus an Experiential Learning Experience, a Junior Seminar, and a two-semester Senior Project.

Study Away Option at Newy York Arts Program

Students who wish to participate in the New York Arts Program (NYAP) should plan to do so in their junior or senior year, preferably before taking ART 610. Students must refer to the Office of Global Education for application requirements and deadlines.

Students who wish to substitute an ART 590 internship to satisfy a requirement in Category IV: Advanced Work in Studio Art should indicate their preference on the substitution form before leaving for NYAP, communicate with the appropriate faculty member during her/his time at NYAP about progress, and present a portfolio of works to the appropriate faculty member upon return to Allegheny. In consultation with the Art Department, that faculty member will then decide if the ART 590 transfer credits will count in place of a course in Section IV, or if it will count as general elective credit.

The Global Study Abroad options sponsored by Allegheny College may not directly support the STUDIO ART Major or Minor, but we have had many students participate in these programs and still stay on track with their major/minor in order to graduate on time. Please discuss options with your advisor.

I. ART HISTORY and VISUAL CRITICISM

Take two courses, 8 credits.

- ART 115 - Art History and the Birth of the Museum *Credits:* 4
- ART 250 - Contemporary Strategies in Art *Credits:* 4
- ART 252 - Feminist Art Histories *Credits:* 4
- ART 350 - Contemporary Art Writing *Credits:* 4

II. INTRODUCTION TO TWO - DIMENSIONAL STUDIO ART

Take any two of the following courses, 8 credits.

- ART 151 - Drawing I *Credits:* 4
- ART 171 - Photography I *Credits:* 4

- ART 182 - Painting I *Credits:* 4

III. INTRODUCTION TO THREE/+ - DIMENSIONAL STUDIO ART

Take any two of the following courses, 8 credits.

- ART 162 - Sculpture I *Credits:* 4
- ART 165 - Ceramics I *Credits:* 4

IV. ADVANCED WORK IN STUDIO ART

Take any three of the following courses, 12 credits.

- ART 262 - Sculpture II *Credits:* 4
- ART 265 - Ceramics II *Credits:* 4
- ART 271 - Photography II *Credits:* 4
- ART 282 - Painting II *Credits:* 4
- ART 287 - Art at the Intersection of Science and Culture *Credits:* 4
- ART 363 - Sculpture III *Credits:* 4
- ART 366 - Ceramics III *Credits:* 4
- ART 372 - Photography III *Credits:* 4
- ART 383 - Painting III *Credits:* 4
- ART 388 - Current Topics in Art/Science *Credits:* 4

V. EXPERIENTIAL LEARNING

Take one of the following courses, 4 credits.

- ART 480 - Professional Practices *Credits:* 4
- ART 520 - Internship: Erie Art Museum *Credits:* 1-4
- ART 523 - Internship: Gallery or Museum *Credits:* 1-4
- ART 584 - Contemporary Institutions of Display *Credits:* 4

Or other approved internship.

VI. JUNIOR SEMINAR

Take the following course, 4 credits.

- ART 580 - Junior Seminar *Credits:* 4

VII. CAPSTONE EXPERIENCE

Take the following course, 4 credits.

- ART 600 - Senior Project I: Studio Art *Credits:* 2
- ART 610 - Senior Project II: Studio Art *Credits:* 4

Studio Art Minor

The Studio Arts minor is a program in the **Visual and Performing Arts Area** of Study. Studio Art minors may not major in Art, Science, and Innovation.

Studio Art Minor Learning Outcomes

Students who successfully complete a minor in Studio Art will:

1. Produce original works of art.
2. Effectively communicate conceptual motivations of their art practice in speech and writing
3. Contextualize art within the contemporary art world and within art history, through speech and writing
4. Recognize critical problems related to conceptual and formal questions in their art practice.

The Studio Art minor consists of 24 credits. At graduation, Studio Art minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All art courses must be taken on the letter grade basis. Under exceptional circumstances, one additional course taken Credit/No Credit may be presented for the minor with permission of the chair of the department. Typically, this exception is made when a student has taken an art course CR/NC before declaring a minor in the department. A maximum of 4 transfer credits may be counted toward the minor requirements.

Studio Art is a minor that prepares students to become creative thinkers and makers and encourages them to connect their interests in Art to their major area of study. Students learn and create at the intersections of art, the social and natural sciences, and the humanities, to develop unusual combinations of skills and ideas required to be successful in the world.

The Minor requires 5 courses in four categories, plus an Experiential Learning Experience OR a Capstone Art-making Experience.

I. ART HISTORY and VISUAL CRITICISM

Take the following course, 4 credits.

- ART 250 - Contemporary Strategies in Art *Credits:* 4 **OR**
- ART 252 - Feminist Art Histories *Credits:* 4

II. INTRODUCTION TO TWO - DIMENSIONAL STUDIO ART

Take one of the following courses, 4 credits.

- ART 151 - Drawing I *Credits:* 4
- ART 171 - Photography I *Credits:* 4
- ART 182 - Painting I *Credits:* 4

III. INTRODUCTION TO THREE/+ - DIMENSIONAL STUDIO ART

Take one of the following courses, 4 credits.

- ART 162 - Sculpture I *Credits:* 4
- ART 165 - Ceramics I *Credits:* 4

IV. INTERMEDIATE FOCUS IN ART

Take two of the following courses, 8 credits.

- ART 115 - Art History and the Birth of the Museum *Credits:* 4
- ART 262 - Sculpture II *Credits:* 4
- ART 265 - Ceramics II *Credits:* 4
- ART 271 - Photography II *Credits:* 4
- ART 282 - Painting II *Credits:* 4
- ART 287 - Art at the Intersection of Science and Culture *Credits:* 4
- ART 350 - Contemporary Art Writing *Credits:* 4
- ART 363 - Sculpture III *Credits:* 4
- ART 366 - Ceramics III *Credits:* 4
- ART 372 - Photography III *Credits:* 4
- ART 383 - Painting III *Credits:* 4
- ART 388 - Current Topics in Art/Science *Credits:* 4
- ART 480 - Professional Practices *Credits:* 4

V. CAPSTONE EXPERIENCE

Take one of the following courses, 4 credits.

- ART 580 - Junior Seminar *Credits:* 4
- ART 584 - Contemporary Institutions of Display *Credits:* 4

Art, Science, and Innovation

Professors Thomas (Chair), Brand, Burleigh, Luman, Rich

Housed in the Department of Art, the Allegheny Lab for Innovation & Creativity is a leading edge design, editing, programming and fabrication facility. With laser cutters, 3D printers, a CNC machine, 3D scanning equipment, VR gear, and powerful desktops running everything from Unity to the Adobe Creative Cloud, the Center for Innovation supports collaborative work across campus and outside the classroom.

The Bowman, Megahan, and Penelec Art Galleries provide a major exhibition facility for northwestern Pennsylvania, offering a lively and varied exhibition program with an accent on contemporary art. Field trips to the Cleveland Museum of Art, the Albright-Knox Gallery in Buffalo, or the Carnegie Museum of

Art, Andy Warhol Museum, and the Mattress Factory in Pittsburgh each provide contact with major art collections. Other resources include a College collection of paintings, prints, drawings and photographs.

Art, Science, and Innovation Major

The Art, Science, and Innovation major is a program in the **Visual and Performing Arts** Area of Study. Art, Science, and Innovation majors may not double major or minor in Studio Art.

Art, Science, and Innovation Major Learning Outcomes

Students who graduate with an Art, Science, and Innovation MAJOR will be able to:

- Identify the cultural influences of science and technology.
- Engage with scientific practices and technological development from a humanistic and aesthetic point of view.
- Communicate the ethics, politics, and cultural implications of scientific, technological and artistic developments in diverse contexts.
- Produce innovative works of visual art that critically contribute to scientific, technological and cultural development.

Art, Science, and Innovation is an interdisciplinary major that prepares students to become cultural innovators and critical makers prepared to produce works of visual art that can transcend disciplinary boundaries and promote greater cultural and technological awareness, while creatively contributing to STEM fields. Students work at the intersections of art, science, culture, and technology to develop the technical skills and critical capacities required to lead, create and innovate in their artistic practice and in any number of commercial applications.

The Art, Science, and Innovation major, consisting of 52 credits, leads to the Bachelor of Arts degree. At graduation, Art, Science, and Innovation majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. All courses for the major must be taken on the letter grade basis. Under exceptional circumstances, one additional course taken Credit/No Credit may be presented for the major with the permission of the chair of the department. Typically, this exception is made when a student has taken a course CR/NC before declaring a major in the program. Students may present a total of 8 transfer credits toward the major, exceptions must be approved by the department chair.

The major is comprised of an Introductory Core of three required courses and an option from among Theoretical Approaches, an Art Practices module, a Science Electives grouping of 16 credits, and an Advanced Core of an integrative seminar, Junior Seminar, and a one-semester senior project.

Core Courses (52 Credits)

Core A: Introductory

Must complete 12 Credits.

- ART 187 - Electronic & Intermedia Art *Credits:* 4

- ART 250 - Contemporary Strategies in Art *Credits:* 4 **OR**
- ART 252 - Feminist Art Histories *Credits:* 4

- ART 287 - Art at the Intersection of Science and Culture *Credits:* 4

Core B: Theoretical Approaches

Must complete **ONE** of the following **(4 credits)**

- COMM 125 - Media and Culture *Credits:* 4
- COMM 241 - Media and Cultural Criticism *Credits:* 4
- ENVSC 352 - Environmental Justice *Credits:* 4
- PHIL 130 - Values and Knowledge *Credits:* 4
- PHIL 250 - Philosophy and the Arts *Credits:* 4
- WGSS 100 - Introduction to Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 350 - Posthuman Feminism *Credits:* 4

Core C: Art Practices

(Pick one module - Art or Media Production)

Art

Must complete at least 8 credits.

- ART 165 - Ceramics I *Credits:* 4
- ART 265 - Ceramics II *Credits:* 4
- ART 151 - Drawing I *Credits:* 4
- ART 182 - Painting I *Credits:* 4
- ART 282 - Painting II *Credits:* 4
- ART 171 - Photography I *Credits:* 4
- ART 271 - Photography II *Credits:* 4
- ART 162 - Sculpture I *Credits:* 4
- ART 262 - Sculpture II *Credits:* 4
- ART 480 - Professional Practices *Credits:* 4

Media Production

Must complete at least 8 credits.

- FILM 171 - Filmmaking 1 *Credits:* 4
- FILM 202 - Film as a Narrative Art *Credits:* 4
- FILM 300 - Filmmaking 2 *Credits:* 4

- FILM 375 - Documentary Tradition *Credits:* 4
- JOURN 300 - Multimedia Journalism *Credits:* 4
- THTR 260 - Production Design 1 *Credits:* 4
- THTR 360 - Production Design 2 *Credits:* 4

Core D: Science Electives

Must complete 16 additional credits from the following departments: Biology, Chemistry, Computer Science, Environmental Science (not including ENVSC 352), Geology, Mathematics (MATH 141 or MATH 151 or above), Neuroscience (NEURO 110 and NEURO 120), Psychology, or Physics.

Core E: Advanced

Must complete **ALL** of the following **(12 credits)**

- ART 388 - Current Topics in Art/Science *Credits:* 4
- ART 580 - Junior Seminar *Credits:* 4
- ASI 620 - Senior Project Art, Science, and Innovation *Credits:* 4

Sample Pathways

In selecting Science Electives, students might consider the examples of the following pathways through a focus area. Students should consult with their advisors to construct a pathway most relevant to their areas of interest.

a. Optics -Different from the OpArt movement, an optics pathway would guide the understanding of the physics behind perception.
    i. MATH 140 - Calculus I with Precalculus, Part I
    ii. PHYS 102 - Fundamentals of Physics II (prereq: MATH 140)
    iii. PHYS 350 - Physical Optics
    iv. PSYCH 150 - Sensation & Perception

a. Generative Art - Generative art is produced by developing an autonomous system that independently determines its own features.
    i. CMPSC 101 - Data Abstraction
    ii. CMPSC 301 - Data Analytics
    iii. CMPSC 310 - Artificial Intelligence (prereq: CMPSC 101)
    iv. CMPSC 311 - Robotic Agents (prereq: CMPSC 101)

a. Mathematical Art - Art is often based in geometry and mathematical principles. In 3 courses, students establish the foundation of mathematical concepts
    i. MATH 151 - Calculus I
    ii. MATH 152 - Calculus II (prereq: MATH 151)
    iii. MATH 205 - Foundations of Mathematics (prereq: MATH 152)

iv. Option: MATH 320 Linear Algebra (prereq: MATH 205), which can provide an approach toward the basics of computer animation, or MATH 350 Geometry (prereq: MATH 205).

a. Bio Art - Bioart is concerned with the ethics of established and emerging biological science principles and how they are culturally understood and used.
   i. CHEM 120 - Chemical Concepts I
   ii. BIO 220 - Organismal Physiology and Ecology
   iii. BIO 221 - Genetics, Development and Evolution
   iv. FSBIO 201 - Investigative Approaches in Biology

a. Integrated Sustainability - Evolving out of environmental art, Integrated Sustainability is an example of a solutions-based art practice geared towards finding practical applications for environmental challenges that engage with the imagination of the public.
   i. ENVSC 110 - Introduction to Environmental Science
   ii. ENVSC 250 - Environmental Education
   iii. ENVSC 352 - Environmental Justice
   iv. ENVSC 380 - Climate Energy Policy (prereq: ENVSC 110)

a. Visualization/Augmented Reality/Virtual Reality - Artists working with AR/VR and visualization are established leaders in the computer science field working on developing new potential uses and aesthetics for the technology, from public engagement of data, to wellness applications for VR and AR.
   i. CMPSC 100 - Computational Expression
   ii. CMPSC 101 - Data Abstraction
   iii. CMPSC 301 - Data Analytics (prereq: FS 102 or FS 200, or permission) *OR PSYCH 150 - Sensation & Perception*
   iv. CMPSC 310 - Artificial Intelligence (prereq: CMPSC 101)

a. Computer Art - Artists working within computer art work as web developers, graphic designers, UX/UI (User Experience/ User Interface) designers, and technologists.
   i. CMPSC 100 - Computational Expression
   ii. CMPSC 101 - Data Abstraction
   iii. CMPSC 102 - Discrete Structures
   iv. CMPSC 302 - Web Development (prereq: FS 102 or FS 200, or permission)

Art, Science, and Innovation Minor

The Art, Science, and Innovation minor is a program in the **Visual and Performing Arts** Area of Study. Art, Science, and Innovation minors may not major in Studio Art.

Art, Science, and Innovation Minor Learning Outcomes

Students who graduate with an Art, Science, and Innovation Minor will be able to:

- Identify some cultural influences of science and technology
- Engage in scientific and technological ideation from a humanistic and aesthetic point of view
- Consider the ethics, politics, and cultural implications of scientific, technological and artistic developments in diverse contexts
- Produce and/or analyze creative works that include scientific and technological aspects

The Art, Science, and Innovation minor consists of 24 credits. At graduation, Art, Science, and Innovation minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses taken at Allegheny on a letter grade basis for the minor. Only the most recent grade is considered for courses that have been repeated. All courses for the minor must be taken on the letter grade basis. Under exceptional circumstances, one additional course taken Credit/No Credit may be presented for the minor with permission of the chair of the department. Typically, this exception is made when a student has taken a course CR/NC before declaring a minor in the department. A maximum of 4 transfer courses may be counted toward the minor requirements.

Core A - Introduction to Art Mediums

Must complete ANY TWO of the following (8 credits)

- ART 171 - Photography I *Credits:* 4
- ART 187 - Electronic & Intermedia Art *Credits:* 4

Core B - Science Electives

Must complete 4 credits from the following departments: Biology, Chemistry, Computer Science, Environmental Science (not including ENVSC 352), Geology, Mathematics (MATH 151 or above), Neuroscience (NEURO 110 and NEURO 120), Psychology, or Physics

Core C - Art Practices

Must complete 4 additional credits from among the following courses

- ART 165 - Ceramics I *Credits:* 4
- ART 151 - Drawing I *Credits:* 4
- ART 182 - Painting I *Credits:* 4
- ART 171 - Photography I *Credits:* 4
- ART 187 - Electronic & Intermedia Art *Credits:* 4
- ART 271 - Photography II *Credits:* 4
- ART 162 - Sculpture I *Credits:* 4
- ART 287 - Art at the Intersection of Science and Culture *Credits:* 4
- FILM 171 - Filmmaking 1 *Credits:* 4
- FILM 202 - Film as a Narrative Art *Credits:* 4
- FILM 300 - Filmmaking 2 *Credits:* 4
- FILM 375 - Documentary Tradition *Credits:* 4
- THTR 260 - Production Design 1 *Credits:* 4

Core D - Advanced (MUST Complete 8 Credits)

- ART 250 - Contemporary Strategies in Art *Credits:* 4 **OR**
- ART 252 - Feminist Art Histories *Credits:* 4

- ART 580 - Junior Seminar *Credits:* 4

Biochemistry

Professors Betush, Chapp, Coenen, Deckert, Garcia, Hersh, Humphreys, Kadmiel, Kueffer, Murphree, Nelson, Persichini,

Biochemistry is the science at the interface of Biology, Chemistry, and Physics that deals with the chemical composition of living matter and the molecular nature and physical processes of living systems. The Biochemistry major is part of an interdisciplinary program primarily supported by faculty from the Biology and Chemistry departments. The major is considered a Mathematical and Natural Sciences major. There is no Biochemistry minor.

Biochemistry Major

The Biochemistry major is a program in the **Mathematics and Natural Sciences** Area of Study. Biochemistry majors may not minor in Biology or Chemistry.

Biochemistry Major Learning Outcomes

Students who successfully complete a major in Biochemistry are expected to be able to:

- Think critically and creatively to develop appropriate biochemical research questions;
- Use the scientific method to carry out laboratory investigations that address biochemical questions;
- Clearly and persuasively communicate the results of scientific investigations in written and oral forms;
- Use an understanding of Biology, Chemistry, and Physics concepts to organize and evaluate the research findings found in the primary Biochemistry literature;
- Explain how science and technology impact society, both positively and negatively, with attention to the limitations of science;
- Use and synthesize the fundamental concepts of Chemistry, Biology, and Physics to analyze and solve complex problems involving living systems.

The Biochemistry major, consisting of 62 or 64 credits, leads to the Bachelor of Science degree. At graduation, Biochemistry majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all required courses for completion of the major. Only the most recent grade is considered for courses that have been repeated. No courses required for the major may be taken on a Credit/No Credit basis, Students may present a total of 8 transfer credits toward the major, exceptions must be approved by the department chair.

The Biochemistry major requires a group of introductory and upper level courses from the Biology, Chemistry, Physics, and Mathematics Department. In addition, majors must take the Junior Seminar offered by one of the participating departments (BIO 580 or CHEM 584). Students may choose an area of specialty within the major via additional electives and the selection of an appropriate Senior Project (BCHEM 600 and BCHEM 610).

Requirements:

- MATH 141 - Calculus I with Precalculus, Part 2 *Credits:* 4

OR

- MATH 151 - Calculus I *Credits:* 4

(students can take either course to fulfill the Calculus I requirement)

Placement into MATH 152 satisfies the MATH 141 or 151 requirement for the major.

- MATH 152 - Calculus II *Credits:* 4

- PHYS 110 - Core Concepts in Physics I *Credits:* 4 When scheduling permits, students are strongly encouraged to enroll in PHYS 110 rather than PHYS 101. Note that enrollment in PHYS 110 is limited to first and second year students.

OR

- PHYS 101 - Fundamentals of Physics I *Credits:* 4 When scheduling permits, students are strongly encouraged to enroll in PHYS 110 rather than PHYS 101. Note that enrollment in PHYS 110 is limited to first and second year students.

- BIO 220 - Organismal Physiology and Ecology *Credits:* 4
- BIO 221 - Genetics, Development and Evolution *Credits:* 4
- BIO 305 - Molecular Biology *Credits:* 4

- CHEM 120 - Chemical Concepts 1 *Credits:* 4 Placement into CHEM 122 satisfies the CHEM 120 requirement for the major.
- CHEM 122 - Chemical Concepts 2 *Credits:* 4
- CHEM 231 - Organic Chemistry I: Form and Function *Credits:* 4
- CHEM 242 - Physical Chemistry *Credits:* 4
- CHEM 253 - Introductory Biochemistry *Credits:* 4

- FSBIO 201 - Investigative Approaches in Biology *Credits:* 4 **OR**
- FSCHE 201 - Research Methods in Chemistry *Credits:* 4

6 Credits of Upper-Level Biology and Chemistry Electives:

One each from Biology and Chemistry*:

Upper-Level Elective Options: Biology

- BIO 310 - Microbiology *Credits:* 4
- BIO 320 - Cell Biology *Credits:* 4
- BIO 325 - Genetics *Credits:* 4
- BIO 360 - Plant Physiology *Credits:* 4
- CMPSC 300 - Bioinformatics *Credits:* 4

Upper-Level Elective Options: Chemistry

- CHEM 354 - Biochemical Metabolism *Credits:* 4
- CHEM 357 - Macromolecular Synthesis *Credits:* 2
- CHEM 362 - Analytical Chemistry *Credits:* 4
- CHEM 432-439 - Current Topics in Organic Chemistry *Credits:* 2
- CHEM 452-459 - Current Topics in Biochemistry *Credits:* 2
- CHEM 462-469 - Current Topics in Analytical Chemistry *Credits:* 2

Junior Seminar:

- CHEM 584 - Junior Seminar *Credits:* 2 **OR**
- Approved section of BIO 580 - Junior Seminar *Credits:* 4

Senior Project I and II:

- BCHEM 600 - Senior Project I *Credits:* 2
- BCHEM 610 - Senior Project II *Credits:* 4

Note:
*Please note that many of the upper-level electives have pre-requisites that must be satisfied prior to enrollment.

Biology

Professors Coenen, Dawson, Demi, French, Hersh, Houtz, Humphreys, Kadmiel, Lundberg, Nelson, Venesky, Whitenack

Biology, the study of life, is a discipline of astonishing variety and complexity. It encompasses the diversity of living things on the earth today and in the past, and also a diversity of levels (from molecules to cells to organisms to ecosystems) at which life can be studied. The Biology Department offers a comprehensive treatment of biology, emphasizing independent research, analysis of information, and integration among its subdisciplines and with other areas of the liberal arts. New discoveries in biology have the power to radically transforming our perception of what biology is and what it can mean to our everyday lives. The social, political, economic and moral implications of these discoveries require not

only that a liberally educated person understand the principles of modern biology, but also that a biologist be liberally educated.

The Biology major and minor are programs in the Mathematical and Natural Sciences Area of Study. Biology majors may not double major in Biochemistry. Biology minors may not major in Biochemistry.

Biology Program Learning Outcomes

Students who successfully complete a major or minor in Biology will be able to:

- Apply principles and laboratory techniques of biological sub-disciplines;
- Design and execute independent or collaborative research to investigate novel biological questions;
- Communicate, in written and oral forms, the results of scientific research and the societal implications of those results;
- Apply concepts, skills, or approaches of other scientific fields to inform biological practices.

Biology Major

The Biology major is a program in the **Mathematics and Natural Sciences** Area of Study Biology majors may not double major in Biochemistry.

Biology Program Learning Outcomes:

Students who successfully complete a major or minor in Biology will be able to:

- Apply principles and laboratory techniques of biological sub-disciplines;
- Design and execute independent or collaborative research to investigate novel biological questions;
- Communicate, in written and oral forms, the results of scientific research and the societal implications of those results;
- Apply concepts, skills, or approaches of other scientific fields to inform biological practices.

The Biology major, consisting of 58 credits, leads to the Bachelor of Science degree. At graduation, Biology majors must have a GPA of at least 2.0 in the major. All Biology courses taken for a letter grade at Allegheny are included in the calculation, with the exception of repeated courses. Only the most recent grade is considered for courses that have been repeated. All courses required for the major must be taken for a letter grade. Biology courses exceeding the minimum requirements for the major may be taken on a Credit/No Credit basis. Transfer credits may count toward the major in consultation with the department chair.

The major in Biology requires the successful completion of 34 semester credit hours in Biology, or courses cross-listed with Biology, including the following:

Requirements:

- BIO 220 - Organismal Physiology and Ecology *Credits:* 4

OR

- BIO 219 - Marine Biology *Credits:* 4

- BIO 221 - Genetics, Development and Evolution *Credits:* 4
- BIO 250 - Investigative Approaches in Biology *Credits:* 4

Three 300-Level Biology Courses:

One from each of the three areas defined below:

Area A - Cellular and Molecular Biology:

- BIO 305 - Molecular Biology *Credits:* 4
- BIO 320 - Cell Biology *Credits:* 4
- BIO 325 - Genetics *Credits:* 4
- BIO 350 - Immunology *Credits:* 4

Area B - Organismal Biology and Physiology:

- BIO 310 - Microbiology *Credits:* 4

- BIO 331 - Paleobiology *Credits:* 4

OR

- GEO 331 - Paleobiology *Credits:* 4

(Paleobiology may count for EITHER Area B or Area C, but not both)

- BIO 360 - Plant Physiology *Credits:* 4
- BIO 365 - Comparative Anatomy *Credits:* 4
- BIO 367 - Human Anatomy *Credits:* 4
- BIO 380 - Animal Physiology *Credits:* 4

Area C - Population Biology and Ecology:

- BIO 301 - Physiological Ecology *Credits:* 4

- BIO 321 - Epidemiology *Credits:* 4
- BIO 330 - Population and Community Ecology *Credits:* 4

- BIO 331 - Paleobiology *Credits:* 4 **OR**

- GEO 331 - Paleobiology *Credits:* 4

(Paleobiology may count for EITHER Area B or Area C, but not both)

- BIO 332 - Forest Ecosystems and Management *Credits:* 4 **OR**
- ENVSC 332 - Forest Ecosystems and Management *Credits:* 4

- BIO 335 - Conservation Biology *Credits:* 4 **OR**
- ENVSC 335 - Conservation Biology *Credits:* 4

- BIO 340 - Evolution *Credits:* 4

- BIO 344 - Stream Ecology *Credits:* 4 **OR**
- ENVSC 344 - Stream Ecology *Credits:* 4

Junior Seminar:

- BIO 580 - Junior Seminar *Credits:* 4

Senior Project:

- BIO 600 - Senior Project and Seminar I *Credits:* 2
- BIO 610 - Senior Project and Seminar II *Credits:* 4

A Major Must Also Complete:

- MATH 141 - Calculus I with Precalculus, Part 2 *Credits:* 4

OR

- MATH 151 - Calculus I *Credits:* 4

- CHEM 120 - Chemical Concepts 1 *Credits:* 4
- CHEM 122 - Chemical Concepts 2 *Credits:* 4
- CHEM 231 - Organic Chemistry I: Form and Function *Credits:* 4

Two Additional Four-Credit Courses from the list below:

- Biostatistics (BIO 385)
- Chemistry courses at the 200-level or higher (except CHEM 231)
- Computer Science at the 100-level or higher
- Geology courses at the 100-level or higher (except BIO 331/GEO 331)
- Mathematics courses (MATH 152 or higher)
- Physics courses (PHYS 101, PHYS 102, PHYS 110, or PHYS 120)

These cognate courses in the sciences should be chosen to complement the student's sub-disciplinary interest in Biology and shold be determined in consultation with a Biology academic advisor. Courses numbered in the 190s may not be used to fulfill the two-course requirement.

Biology Minor

The Biology minor is a program in the **Mathematics and Natural Sciences** Area of Study, Biology minors may not major in Biochemistry.

Biology Program Learning Outcomes:

Students who successfully complete a major or minor in Biology will be able to:

- Apply principles and laboratory techniques of biological sub-disciplines;
- Design and execute independent or collaborative research to investigate novel biological questions;
- Communicate, in written and oral forms, the results of scientific research and the societal implications of those results;
- Apply concepts, skills, or approaches of other scientific fields to inform biological practices.

The Biology minor consists of 28 credits or courses cross-listed with Biology. At graduation, Biology minors must have a GPA of at least 2.0 in the minor. All Biology courses taken for a letter grade at Allegheny are included in the calculation, with the exception of repeated courses. Only the most recent grade is considered for courses that have been repeated. All courses required for the Biology minor must be taken for a letter grade. Biology courses exceeding the minimum requirements for the minor may be taken on a Credit/No Credit basis. Transfer credits may count toward the minor in consultation with the department chair.

Requirements:

- BIO 219 - Marine Biology *Credits:* 4

OR

- BIO 220 - Organismal Physiology and Ecology *Credits:* 4

- BIO 221 - Genetics, Development and Evolution *Credits:* 4
- BIO 250 - Investigative Approaches in Biology *Credits:* 4
- Two 300-level Biology courses, at least one of which must be a laboratory course

Additional Requirements:

To obtain an adequate understanding of modern biology, **a Biology minor must also complete the following in chemistry courses.**

- CHEM 120 - Chemical Concepts 1 *Credits:* 4

- CHEM 122 - Chemical Concepts 2 *Credits:* 4

Note:
All courses required for the Biology minor must be taken for a letter grade.

Black Studies

Professors Ribeiro, (Program Coordinator), Buckner, Delgado, Keysor, Moore Roberson, Shaw

Black Studies reflects the breadth and depth of African American experiences and illuminates distinctive pathways to understanding oneself in relationship to the world. The interdivisional program acknowledges the vitality of African heritages while also recognizing the contingency of Black experiences in the Americas. Our curricular and co-curricular experiences encompass (but are not exclusively limited to) the following fields: Art, Community and Justice Studies, Business and Economics, Education Studies, English, Environmental Studies, History, Philosophy, Political Science, Religious Studies, and Women's, Gender, and Sexuality Studies.

The Black Studies Program offers an interdivisional minor based on an exploration of Black peoples and culture and of race as a historical construct. The minor requires a minimum of 20 semester credit hours. At least one course in the minor must be at the 300 level or higher, and students must have at least a 2.0 GPA in the minor. The minor requires 12 credits from the Black Studies Required Courses list and 8 credits from the Black Studies Elective list.

Because this minor is Interdisciplinary Studies, students may complete any major to satisfy the college requirement that the major and minor be in different area of study.

Course offerings vary from year to year, and thus consultation with the minor coordinator at the time of declaration is strongly suggested. All substitutions of alternatives for approved courses must be approved by the minor coordinator, and students must discuss any potential course substitutions prior to enrolling in the course.

Black Studies Minor

The Black Studies minor is a program in the **Interdisciplinary Studies** Area of Study. Black Studies minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

Black Studies Minor Learning Outcomes

Students who successfully complete a minor in Black Studies should be able to accomplish the indicated action in each of the following areas:

1. *Theory and Content:* Acknowledge and recognize the foundations of Black Studies as an interdisciplinary field of scholarly inquiry and discuss the diverse theoretical perspectives that characterize this academic field of study;
2. *Critical and Creative Thinking:* Demonstrate critical and creative thinking skills that highlight the interplay between civic learning, human experience, social behavior and institutions, and/or intersectional approaches that shape the field of Black Studies;
3. *Research Methods:* Employ/deploy various pathways for collecting, examining, interpreting, and synthesizing information that lead to distinctive research methods informed by the study of African American experiences;
4. *Socio-cultural and Intersectional Awareness:* Recognize how race intersects with other social or cultural identities confronting peoples of the African Diaspora, including issues of ethnicity, gender, sexuality, religion, age, class, and nationality and;
5. *Communication in Communities:* Develop communication skills--writing, speaking, and listening--that will enable students to collaborate in the classroom and learn from broader local, national, and global communities.

The Black Studies Minor

The Black Studies minor consists of 20 credits. At graduation, Black Studies minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. Courses taken on a Credit/No Credit basis may be counted toward the mibnor in consultation with the program coordinator. Transfer credits may count toward the minor in consultation with the program coordinator.

Requirements (20 Credits Minimum):

Black Studies Required Courses: (12 credits)

- BLKST 100 - Introduction to Black Studies *Credits:* 4

- BLKST 255 - African-American History to 1865 *Credits:* 4 **OR**
- HIST 255 - African-American History to 1865 *Credits:* 4

OR

- BLKST 257 - African-American History since 1865 *Credits:* 4 **OR**
- HIST 257 - African-American History since 1865 *Credits:* 4

- BLKST 300 - Critical Race Theory *Credits:* 4

OR

- BLKST 305 - Black Feminist Thought *Credits:* 4

Black Studies Electives: (8 credits)

- BLKST 174 - Black Faith and Thought *Credits:* 4 **OR**
- RELST 174 - Black Faith and Thought *Credits:* 4

- BLKST 236 - African-American/Diasporic Literatures *Credits:* 4 **OR**
- ENGL 236 - African-American/Diasporic Literatures *Credits:* 4

- BLKST 355 - Black Meadville *Credits:* 4 **OR**
- COMJ 355 - Black Meadville *Credits:* 4

- BLKST 374 - Black Theology *Credits:* 4 **OR**
- RELST 374 - Black Theology *Credits:* 4

- COMJ 310 - Multicultural Education *Credits:* 4 **OR**
- EDUC 310 - Multicultural Education *Credits:* 4

- COMJ 460 - Community Organizing and Civic Professionalism *Credits:* 4
- ENVSC 352 - Environmental Justice *Credits:* 4
- HIST 261 - A Survey of American Women's History *Credits:* 4
- HIST 269 - The Sixties in America *Credits:* 4
- HIST 324 - Life in Colonial America *Credits:* 4
- HIST 345 - Skyscrapers, Slums, and Sprawl *Credits:* 4
- HIST 347 - Tax and Spend *Credits:* 4
- HIST 563 - The Atlantic World *Credits:* 4
- HIST 571 - The Civil Rights Movement *Credits:* 4
- HIST 572 - Police and the People *Credits:* 4
- PHIL 210 - Oppression and Liberation *Credits:* 4
- PHIL 215 - Democracy As a Way of Life *Credits:* 4
- PHIL 275 - Black American Thinkers *Credits:* 4
- POLSC 303 - Constitutional Law: Civil Rights and Civil Liberties *Credits:* 4
- POLSC 344 - The Politics and Psychology of Persuasion and Prejudice *Credits:* 4
- POLSC 482 - Race and the American Political Mind *Credits:* 4
- RELST 146 - Islam in America *Credits:* 4
- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 275 - Bodies in American Culture *Credits:* 4
- WGSS 310 - Gendered Violence *Credits:* 4
- WGSS 410 - Critical Perspectives in Global Women's Health *Credits:* 4

Business

Professors Nonnenmacher (Chair), Allison, Bianco, A. Finaret, C. Finaret, Lv, Navarro-Sanchez, Onyeiwu, Ormiston, Sun, Waugh, Yusuf

Business is part of the Department of Business and Economics.

Business is the study of how organizations, workers, society, and resources can be efficiently managed to achieve certain goals. It is a multifaceted discipline that applies the principles of economics, quantitative techniques and organizational behavior to the study of decision-making and problem-solving in organizations. It focuses on how managers of profit and nonprofit organizations seek to maximize their objectives in the presence of resources, societal, and regulatory constraints. Core areas of Business include the study of the financial, managerial, accounting, human resource, marketing, and entrepreneurial functions of organizations. Another area of focus is the study of the nature of competition in various sectors of the economy, as well as how firms and organizations position themselves amidst intense competition in local and global markets. The field has also embraced the concept of sustainability, the notion that organizations should strive to maximize their primary objectives, while also living up to their social, ethical, environmental and civic responsibilities.

Note: Students who major in Business may not double-major in Economics or minor in Economics.

Business Major

The Business major is a program in the **Social and Behavioral Science** Area of Study. Business majors may not double major or minor in Economics.

Business Major Learning Outcomes

Students who successfully complete a Business major will:

- Demonstrate the business fundamentals needed to understand the economic environment, the internal functioning, and the ethical management of business.
- Communicate business and economic arguments clearly and persuasively using both technical and non-technical language.
- Analyze qualitative and quantitative data to describe, interpret, and predict patterns in business behavior and performance.

The Business major, consisting of 52 credits in Business, leads to the Bachelor of Arts degree. At graduation, Business majors must have a GPA of at least 2.0 in the major. All major courses taken for a letter grade at Allegheny are included in the calculation, with the exception of repeated courses. Only the most recent grade is considered for courses that have been repeated. All courses required for the major must be taken for a letter grade except one of the introductory courses (ECON 100 or ECON 101). A maximum of 12 transfer credits may be counted toward the major; exceptions must be approved by the department chair..

Requirements

Four Introductory Courses

- ECON 100 - Introduction to Microeconomics *Credits:* 4
- ECON 101 - Introduction to Macroeconomics *Credits:* 4
- ECON 240 - Introduction to Business and Management *Credits:* 4

- ECON 285 - Fundamentals of Financial Accounting *Credits:* 4

Two Theory Courses

- ECON 200 - Microeconomic Theory *Credits:* 4 **OR**
- ECON 201 - Macroeconomic Theory *Credits:* 4

- ECON 202 - Economic Statistics *Credits:* 4

One Course in Fundamentals of Business

To be chosen from:

- COMM 281 - Integrated Marketing Communications *Credits:* 4
- COMM 301 - Advertising and Brand Storytelling *Credits:* 4
- ECON 226 - Money and Financial Institutions *Credits:* 4
- ECON 227 - Introduction to Finance *Credits:* 4
- ECON 228 - Principles of Marketing *Credits:* 4
- ECON 234 - Human Resource Management *Credits:* 4
- ECON 280 - Economics of Entrepreneurship I *Credits:* 4
- ECON 281 - NonProfit Management and Social Entrepreneurship *Credits:* 4
- ECON 286 - Fundamentals of Managerial Accounting *Credits:* 4

One Course in Applied Quantitative Techniques

- ECON 440 - Applied Business Analysis *Credits:* 4

One Course in Advanced Topics in Business

- ECON 380 - Economics of Entrepreneurship II *Credits:* 4
- ECON 385 - Intermediate Accounting *Credits:* 4
- ECON 386 - Cost Accounting *Credits:* 4
- ECON 427 - Theory of Finance *Credits:* 4
- ECON 428 - Advanced Marketing *Credits:* 4
- ECON 448 - Organizations and Contracts *Credits:* 4
- ECON 451 - International Business *Credits:* 4
- PSYCH 466 - Industrial/Organizational Psychology *Credits:* 4

Sustainability and Business

Take two courses from the following themes, one from each category. Students are also expected to complete a department-approved experiential learning activity.

Communication

To be chosen from:

- COMM 145 - Communication and Democratic Life *Credits:* 4
- COMM 235 - Advanced Public Speaking *Credits:* 4
- ENGL 110 - Introduction to Literary Studies *Credits:* 4
- ENGL 114 - Literature and Business *Credits:* 4
- ENGL 208 - Professional Communication *Credits:* 4
- FRNCH 225 - French Language through Communication and Technology *Credits:* 4
- SPAN 225 - Hispanic Texts *Credits:* 4

Reasoning and Ethical Thinking

To be chosen from:

- PHIL 140 - Ethics and Community *Credits:* 4
- PHIL 210 - Oppression and Liberation *Credits:* 4
- PHIL 285 - Business and Management Ethics *Credits:* 4
- PHIL 310 - Global Justice *Credits:* 4

Experiential Learning

Through advising, students will be guided to select an appropriate experiential learning activity to satisfy this expectation. Students are required to obtain the approval of their advisors before embarking on any of the experiential learning activities to be counted under this expectation.

Seminar

- (ECON 570-ECON 589). Typically taken in the first semester of the senior year.

The Senior Project

- BUS 620 - Senior Project *Credits:* 4 Typically taken in the semester following ECON 570-ECON 589/.

Note:
Students intending to major in Business are advised that ECON 200, ECON 201, ECON 202 and ECON 440 are calculus-based, and have MATH 140 or MATH 151 as prerequisites.

Chemistry

Professors Betush, Chapp, Deckert, Garcia, Guldan, Kueffer, Murphree, Persichini

Science is an integral part of a liberal arts education. Chemistry is the central science as it provides an understanding of how the assembly and manipulation of atoms and molecules affect life by connecting physics to biology, and it provides ready entry to applied sciences like medicine, and engineering.

The Chemistry Department offers its students the ability to appreciate the nature of chemical interactions and develop the experimental vision to contribute to society's growing understanding of the natural world.

We use innovative teaching-learning techniques and extensive hands-on lab experiences to encourage students to apply their knowledge. This leads to unique research activities that have real world applications by working in one-on-one collaborations with faculty, starting as early as the first year and culminating in the senior project.

We further encourage our students to appreciate science and Chemistry as a human endeavor. We seek to help stimulate and develop individual qualities that foster an enthusiasm for knowledge, that provide a foundation for critical reasoning, and allow for self-expression. These qualities, which transcend the study of Chemistry and science in general, prepare our Chemistry graduates to lead productive and fulfilling lives.

Chemistry Courses Learning Outcomes

All students who successfully complete a course in the Chemistry Department are expected to be able to:

- Demonstrate a knowledge of the fundamental concepts of stoichiometry, atomic theory, structure and reactivity of elements and compounds, physical properties of matter, kinetics, equilibrium, and thermodynamics relevant to specific contexts and applications;
- Effectively communicate this knowledge in both oral and written forms;
- Critically analyze chemical data, hypotheses, results, theories, or explanations by this chemical knowledge.

Cooperative Engineering Program

Students who participate in a cooperative engineering program (3-2 engineering) with a major in Chemistry are required to take the Foundation courses, the Core courses, and the Junior Seminar, plus additional chemistry courses to bring the total to 33 semester hours in Chemistry.

Chemistry Major

The Chemistry major is a program in the **Mathematical and Natural Sciences** Area of Study. Chemistry majors may not double major in Biochemistry.

Chemistry Major Learning Outcomes

Students who successfully complete a major in Chemistry are expected to be able to:

- Demonstrate a broad but thorough knowledge of the fundamental concepts of stoichiometry, atomic theory, structure and reactivity of elements and compounds, physical properties of matter, kinetics, equilibrium, and thermodynamics;
- Demonstrate extensive knowledge in at least or one more of the subdisciplines of chemistry: analytical chemistry, biochemistry, chemistry education, inorganic chemistry, organic chemistry, and physical chemistry;

- Develop questions that can be answered through chemical experimentation, design and conduct safe and appropriate experiments to answer such questions, interpret the results of these experiments, and effectively communicate these results in both oral and written forms;
- Critically analyze chemical data, hypotheses, results, theories, and explanations by applying both chemical knowledge and intuition.

The Chemistry major, consisting of 64 credits, leads to the Bachelor of Science degree. At graduation, Chemistry majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all required courses for completion of the major. Only the most recent grade is considered for courses that have been repeated. Chemistry courses exceeding the minimum requirements of the major may be taken on a Credit/No Credit basis. The department recommends that the number of Credit/No Credit courses be kept to a minimum. A maximum of 16 transfer credits may be counted toward the major; exceptions must be approved by the department chair. Only transfer credits with Allegheny equivalency may be counted toward the major.

Chemistry courses numbered below 120 may not be counted toward the major.

For students wishing to receive an ACS-certified BS degree in Chemistry, all the requirements of the major must be satisfied, with the following provisos:

- The PHYS 110/PHYS 120 sequence (or equivalent AP credit) is required;
- The CHEM 120/CHEM 122 sequence (or equivalent AP credit) is required;
- Four credits of 400-level Chemistry are required (no substitutions allowed); and
- A minimum Chemistry GPA of 3.0 must be achieved.

Students wishing to receive ACS certification should send a brief letter of request to the Chemistry Department Chair by 15 February in their senior year.

Requirements:

Foundation Courses:

Any foundation courses which a student tests out of will be waived as requirements for the major. The Foundation courses should be completed by the end of sophomore year. Take:

- MATH 151 - Calculus I *Credits:* 4 (or equivalent) (or MATH 140 and MATH 141)
- MATH 152 - Calculus II *Credits:* 4 (or equivalent)

- CHEM 120 - Chemical Concepts 1 *Credits:* 4
- CHEM 122 - Chemical Concepts 2 *Credits:* 4
- PHYS 110 - Core Concepts in Physics I *Credits:* 4

Core Courses:

Students should complete these courses by the end of the junior year. Consequently, some of these courses must be taken in the sophomore year, especially FSCHE 201, which is a prerequisite for CHEM 584-Junior Seminar. Take:

- CHEM 222 - Inorganic Chemistry *Credits:* 4
- CHEM 231 - Organic Chemistry I: Form and Function *Credits:* 4
- CHEM 242 - Physical Chemistry *Credits:* 4
- CHEM 253 - Introductory Biochemistry *Credits:* 4
- FSCHE 201 - Research Methods in Chemistry *Credits:* 4

Intermediate Courses:

Students should complete these courses by the end of the junior year. Take:

- CHEM 332 - Organic Chemistry II: Synthetic Strategies *Credits:* 4
- CHEM 345 - Quantum Chemistry *Credits:* 4
- CHEM 362 - Analytical Chemistry *Credits:* 4
- CHEM 386 - Multistep Synthesis *Credits:* 2

One advanced chemistry course (two credits) numbered in the 400's

Junior Seminar:

- CHEM 584 - Junior Seminar *Credits:* 2

At least six semester credit hours of Senior Project in Chemistry

- CHEM 600 - Senior Project *Credits:* 2
- CHEM 610 - Senior Project *Credits:* 4

Chemistry Minor

The Chemistry minor is a program in the **Mathematics and Natural Sciences** Area of Study. Chemistry minors may not major in Biochemistry.

Chemistry Minor Learning Outcomes

Students who successfully complete a minor in chemistry are expected to be able to:

- Demonstrate a broad knowledge of the fundamental concepts of stoichiometry, atomic theory, structure and reactivity of elements and compounds, physical properties of matter, kinetics, equilibrium, and thermodynamics;
- Conduct safe and appropriate experiments to answer chemical questions, interpret the results of these experiments, and effectively communicate these results in both oral and written forms;
- Critically analyze chemical data, hypotheses, results, theories, and explanations by applying both chemical knowledge and intuition.

The Chemistry minor consists of 26 credits. At graduation, Chemistry minors must have a GPA of at least 2.0 in departmental courses and in required courses outside the department. The calculation is based on the grades of all required courses for completion of the minor. Only the most recent grade is considered for courses that have been repeated. A maximum of credits may be presented on a Credit/No Credit basis for the minor. Chemistry courses numbered below 120 may not be counted toward the minor. A maximum of 8 transfer credits may be counted toward the minor requirements; exceptions must be approved by the department chair. Only transfer credits with Allegheny equivalency may be counted toward the minor.

Requirements:

- MATH 151 - Calculus I *Credits:* 4 (or equivalent) (or MATH 140 and MATH 141)
- CHEM 120 - Chemical Concepts 1 *Credits:* 4
- CHEM 122 - Chemical Concepts 2 *Credits:* 4
- FSCHE 201 - Research Methods in Chemistry *Credits:* 4

Two of the Following Courses:

- CHEM 222 - Inorganic Chemistry *Credits:* 4
- CHEM 231 - Organic Chemistry I: Form and Function *Credits:* 4
- CHEM 242 - Physical Chemistry *Credits:* 4
- CHEM 253 - Introductory Biochemistry *Credits:* 4
- CHEM 332 - Organic Chemistry II: Synthetic Strategies *Credits:* 4
- CHEM 345 - Quantum Chemistry *Credits:* 4
- CHEM 362 - Analytical Chemistry *Credits:* 4

One advanced chemistry course (two credits) numbered in the 400's

Communication and Media

Faculty: Wiebel (Chair), Bailey, Devries, Silva, Sinha Roy, Tompkins

Mission

Communication and Media is dedicated to the critical study of various forms of communication and media as a dynamic and influential part of cultural life. The curriculum offers students opportunities for creating and sharing content across platforms, critically analyzing media content and structures, and examining their intersections with cultures, audiences, technologies, and civic life.

Communication and Media is part of the **Department of Communication, Media, and Performance**, which emphasizes a liberal arts approach to learning that encourages students to develop habits of cultural awareness and respect, engaged citizenship, thoughtful professionalism, and a meaningful private life in order to contribute to a more equitable world.

The major in **Communication and Media** takes students through a core of 4 courses that provide foundational knowledge and critical tools in both public communication and media studies. Students

customize their minor when they choose 6 electives that permit them to focus on communication and media subject areas of interest, which include but are not limited to: institutional structures, politics, gender and sexuality, health, marketing and branding, and ethnography. The major culminates in a year-long senior project, which offers students the opportunity to work with a faculty member guide to critically investigate a topic of interest, which often emerges from their advanced coursework.

The minor in **Communication and Media** provides a foundation in public communication or media studies. Students customize their minor by choosing 5 electives, 4 from Communication and Media that cover the same subject areas of interest noted in the paragraph above. Additionally, minors select 1 elective from Communication and Media, Filmmaking, Journalism and Documentary Storytelling, or Theatre

Communication and Media Major

The Communication and Media major is a program in the **Values and Societies** Area of Study.

Communication and Media Major Learning Outcomes

Students who successfully complete a major in Communication and Media are able to:

- Effectively situate works and ideas in historical, cultural, and political contexts;
- Critically analyze multiple forms of human expression;
- Create dynamic and meaningful original work;
- Participate productively in the public sphere

A major in Communication and Media consists of 46 credits and leads to the Bachelor of Arts degree. At graduation, Communication and Media majors must have a cumulative GPA of at least 2.0 in the major. All courses taken at Allegheny and applied to the major are included in the GPA calculation with the exception of repeated courses, for which only the most recent grade counts. All courses required for the major must be taken on a letter grade basis.. A maximum of 12 transfer credits may be counted towards the major.

Please note: both COMM 125 and COMM 145 must be taken before a student's senior year.

Core Sequence

Introduction

Complete the following two courses

- COMM 125 - Media and Culture *Credits:* 4
- COMM 145 - Communication and Democratic Life *Credits:* 4

Criticism

Complete the following two courses

- COMM 241 - Media and Cultural Criticism *Credits:* 4
- COMM 581 - Junior Seminar *Credits:* 4

Senior Project

Complete the following two courses

- COMM 600 - Comprehensive Seminar *Credits:* 2
- COMM 610 - Senior Project *Credits:* 4

Electives

Intermediate Electives

Complete three of the following course options

- COMM 235 - Advanced Public Speaking *Credits:* 4
- COMM 251 - Gender and Popular Culture *Credits:* 4
- COMM 256 - Power, Politics, and Communication *Credits:* 4
- COMM 261 - The Business of Media *Credits:* 4
- COMM 281 - Integrated Marketing Communications *Credits:* 4

Advanced Electives

Complete three of the following course options

- COMM 301 - Advertising and Brand Storytelling *Credits:* 4
- COMM 320 - Media & Global Cultures *Credits:* 4
- COMM 331 - Disease, Disability, and Difference in Popular Culture *Credits:* 4
- COMM 342 - Digital Media and Technology *Credits:* 4
- COMM 351 - Media and Inequality *Credits:* 4
- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4
- COMM 376 - Ethnographic Methods in Media and Cultural Studies *Credits:* 4

Communication and Media Minor

The Communication and Media minor is a program in the Values and Societies Area of Study.

Communication and Media Minor Learning Outcomes

Students who successfully complete a minor in Communication and Media are able to:

- Accurately situate works and ideas in historical, cultural, or political contexts;
- Analyze forms of human expression;
- Create dynamic original work;
- Participate actively in the public sphere

The Communication and Media Minor

The Communication and Media minor consists of 24 credits. At graduation, Communication and Media minors must have a GPA of at least 2.0 in the minor. The calculation is based on grades of all courses taken at Allegheny and applied to the minor. Only the most recent grade is considered for courses that have been repeated. All courses required for the minor must be taken on a letter grade basis. A maximum of 8 transfer credits may be counted towards the minor.

Please note: Both COMM 125 and COMM 145 must be taken before a student's senior year.

Introduction

Complete one of the following course options

- COMM 125 - Media and Culture *Credits:* 4
- COMM 145 - Communication and Democratic Life *Credits:* 4

Intermediate Electives

Complete two of the following course options

- COMM 235 - Advanced Public Speaking *Credits:* 4
- COMM 251 - Gender and Popular Culture *Credits:* 4
- COMM 256 - Power, Politics, and Communication *Credits:* 4
- COMM 261 - The Business of Media *Credits:* 4
- COMM 281 - Integrated Marketing Communications *Credits:* 4

Advanced Electives

Complete two of the following course options

- COMM 301 - Advertising and Brand Storytelling *Credits:* 4
- COMM 320 - Media & Global Cultures *Credits:* 4
- COMM 331 - Disease, Disability, and Difference in Popular Culture *Credits:* 4
- COMM 342 - Digital Media and Technology *Credits:* 4
- COMM 351 - Media and Inequality *Credits:* 4
- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4
- COMM 376 - Ethnographic Methods in Media and Cultural Studies *Credits:* 4

Communication, Media, and Performance Elective

Complete 4 credits from the following course options

- Any COMM course not taken above
- Any FILM, JOURN, or THTR courses
- COMM 529 - Internship *Credits:* 1-4

Community and Justice Studies

Professors Moore Roberson (Chair), Bloeser, Conners, Ross, Williams

Community and Justice Studies (COMJ) investigates challenges facing communities, analyzes key methods of social action, develops ethical reasoning, and directly engages students in responsible engagement in our community. COMJ offers students an intellectual framework for understanding social systems, structures, movements and how these shape society, especially in relationship to power and oppression. The course of study synthesizes critical interrogation of power, sustained community engagement, and self-reflexivity to provide students the tools to become critical engaged citizens.

Community and Justice Studies Learning Outcomes

Students who successfully complete a program in Community and Justice Studies are expected to achieve the following outcomes in each of the listed areas:

- **Civic Knowledge**
    1. Understand one's sources of identity and their influence on civic values, assumptions, and responsibilities to a wider public*;
    2. Understand how her/his experiences of engagement relate to broader social, political, and economic contexts of place;
    3. Understand systematic and group influences on social problems from theoretical and applied perspectives;
    4. Understand theories of organizational decision-making, democratic change, or dynamics of community change;
    5. Gain civic and intercultural knowledge.
- **Civic Skills**
    1. Demonstrate skills of deliberation and bridge building across differences*;
    2. Function effectively in cross-cultural environments to create change ;
    3. Use frameworks of multiple academic disciplines for ethical analysis of societal issues and conducting community research.
- **Civic Values**
    1. Develop a concern for issues of justice and equality;
    2. Develop a commitment to increase efficacy in public life, whether through everyday citizenship, service, professional work, or activism;
    3. Demonstrate a determination to raise social and ethical issues and questions in and about public life;
    4. Develop a responsibility to a larger good*;
    5. Examine personal motivations and how they affect one's own active citizenship**;
    6. Demonstrate the ability to reason ethically about social issues and to connect them to philosophical models of value.
- **Collective Action**
- Demonstrate effective engagement in local and global contexts;

- Participate in a significant project that recognizes and responds to real community needs and desires in ways that move beyond the charity model;
- Navigate political systems and processes, both formal and informal*.

* AAC&U, Crucible Moment, p. 4
** Taken from Learning Outcomes developed by Tufts University

Community and Justice Studies Major

The Community and Justice Studies major is a program in the **Interdisciplinary Studies** Area of Study. Community and Justice Studies majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study.

Community and Justice Studies Major Learning Outcomes

Students who successfully complete a major in Community and Justice Studies are expected to achieve the following outcomes in each of the listed areas:

1. *Civic Knowledge*
    - Understand one's sources of identity and their influence on civic values, assumptions, and responsibilities to a wider public*
    - Understand how her/his experiences of engagement relate to broader social, political, and economic contexts of place
    - Understand systematic and group influences on social problems from theoretical and applied perspectives
    - Understand theories of organizational decision-making, democratic change, or dynamics of community change
    - Gain civic and intercultural knowledge
2. *Civic Skills*
    - Demonstrate skills of deliberation and bridge building across differences*
    - Function effectively in cross-cultural environments to create change
    - Use frameworks of multiple academic disciplines for ethical analysis of societal issues and conducting community research
3. *Civic Values*
    - Develop a concern for issues of justice and equality
    - Develop a commitment to increase efficacy in public life, wiether through everyday citizenship, service, professional work, or activism
    - Demonstrate a determination to raise social and ethical issues and questions in and about public life
    - Develop a responsibility to a larger good*
    - Examine personal motivations and how they affect one's own active citizenship**
    - Demonstrate the ability to reason ethically about social issues and to connect them to philosophical models of value
4. *Collective Action*
    - Demonstrate effective engagement in local and global contexts

- Participate in a significant project that recognizes and responds to real community needs and desires in ways that move beyond the charity model
- Navigate political systems and processes, both formal and informal*

**AAC&U, Crucible Movement, p. 4*
***Taken from Learning Outcomes developed by Tufts University*

The Community and Justice Studies major, consisting of a minimum of 44 credits, leads to the Bachelor of Arts degree. At graduation, Community and Justice Studies majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. No courses for the major may be taken on a Credit/No Credit basis except for internships that are required to be taken CR/NC. A maximum of 8 transfer credits may be counted towards the major; exceptions must be approved by the department chair.

Courses with prerequisites are marked with an asterisk (*).

Core Courses:

Take **all** of the following four courses (16 credits):

- COMJ 160 - Foundations of Community & Justice Studies *Credits:* 4
- COMJ 280 - Power, Society, and Social Change *Credits:* 4 *****
- COMJ 460 - Community Organizing and Civic Professionalism *Credits:* 4 *****
- COMJ 560 - Community and Justice Studies Junior Seminar *Credits:* 4 *****

Electives.

Take courses totaling 24 credits across the following themes. Take one course (4 credits) each from sections a, b, and c, and three courses (12 credits) from section d. Substitutions may be made with the approval of the program director.

A. Ethics:

Take **one** of the following (4 credits):

- PHIL 140 - Ethics and Community *Credits:* 4
- PHIL 210 - Oppression and Liberation *Credits:* 4
- POLSC 140 - Introduction to Political Theory *Credits:* 4
- PSYCH 162 - Human Social Behavior *Credits:* 4

B. Place:

Take **one** of the following (4 credits):

- BLKST 355 - Black Meadville *Credits:* 4 *** OR**

- COMJ 355 - Black Meadville *Credits:* 4

- COMM 376 - Ethnographic Methods in Media and Cultural Studies *Credits:* 4 *
- ENVSC 250 - Environmental Education *Credits:* 4
- HIST 170 - Introduction to Public History *Credits:* 4
- PSYCH 375 - Community Psychology *Credits:* 4 *

C. Political Participation and Democracy:

Take **one** of the following (4 credits):

- COMJ 319 - Policing, Resistance, and Justice? *Credits:* 4 **OR**
- POLSC 319 - Policing, Resistance, and Justice? *Credits:* 4

- COMM 145 - Communication and Democratic Life *Credits:* 4
- HIST 326 - The American Revolutionary Era *Credits:* 4 *
- POLSC 221 - Law, Courts, and Judicial Processes *Credits:* 4

D. COMJ Theme electives:

Take three courses (12 credits) within a self-described theme area to be determined with the advisor. Two of these must be at the 300 or 400 level. Students select 3 courses to tie together a theme of interest to the student in order to develop a deeper understanding of a particular idea, issue, or concept. Possible examples include Community Change and Activism, Public Policy, or Neoliberalism.

Civic Participation requirement:

Students are expected to commit to a sustained community engagement position for one year (e.g. Bonner, Davies, Allegheny Volunteer Service Leader, or other varieties of civically engaged internships or experiences). Students should complete this requirement during their Sophomore or Junior year because they will be asked to engage in reflection on this position within COMJ 460 - Community Organizing and Civic Professionalism.

Senior Project:

- COMJ 620 - Senior Project in Community and Justice Studies *Credits:* 4

Community and Justice Studies Minor

The Community and Justice Studies minor is a program in the **Interdisciplinary Studies** Area of Study. Community and Justice Studies minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

The Community and Justice Studies minor consists of 24 credits. At graduation, Community and Justice Studies minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been

repeated. No course for the minor may be taken on a Credit/No Credit basis except for internships that are required to be taken CR/NC. A maximum of 1 transfer course may be counted toward the minor requirements.

Courses with prerequisites are marked with an asterisk (*).

Core Courses:

This provides a set of common courses in which students develop a shared framework for understanding privilege, social frameworks, justice, and community change. Take three courses (12 credits):

- COMJ 160 - Foundations of Community & Justice Studies *Credits:* 4
- COMJ 280 - Power, Society, and Social Change *Credits:* 4 *
- COMJ 460 - Community Organizing and Civic Professionalism *Credits:* 4 *

Electives.

Take three courses (12 credits) within a self-described theme area to be determined with the advisor. Students select 3 courses to tie together a theme of interest to the student in order to develop a deeper understanding of a particular idea, issue, or concept. One course must be selected from the list of COMJ electives listed for the major and one must be at the 300-level or above. Possible examples include Community Change and Activism, Public Policy, or Neoliberalism.

Computer Science

Professors Jumadinova (Chair), Bonham-Carter, Graber, Green, Kapfhammer, Luman

Computer Science focuses on computational theory and the rich interplay between computer hardware and software. Students use scientific and design-centric approaches to solve computational problems and to create and evaluate realistic computer and computer-based systems.

The study of computer science leads to and requires the ability to analyze ideas, to think logically, and to communicate ideas clearly and concisely. In this way, study of computer science contributes to the foundation of an excellent liberal arts education.

Computer Science Learning Outcomes:

- Demonstrate and be able to communicate the knowledge of data types, algorithms, and mathematical principles behind discrete objects.
- Use scientific and theoretical methods to design, implement, evaluate, deploy, improve, maintain, and document software and hardware systems.
- Apply and articulate key concepts from a specialization area where the interconnection between software and hardware is important and evident.
- Able to communicate technical details of the produced software and hardware artifacts both in writing and orally.

Computer Science Major

The Computer Science major is a program in the **Mathematical and Natural Sciences** Area of Study. Students who major in Computer Science may not double major or minor in Data Science, Informatics, or Software Engineering.

Computer Science Major Learning Outcomes

- Demonstrate and be able to communicate the knowledge of data types, algorithms, and mathematical principles behind discrete objects.
- Use scientific and theoretical methods to design, implement, evaluate, deploy, improve, maintain, and document software and hardware systems.
- Apply and articulate key concepts from a specialization area where the interconnection between software and hardware is important and evident.
- Able to communicate technical details of the produced software and hardware artifacts both in writing and orally.

The Computer Science major, consisting of a minimum of 48 credits, leads to the Bachelor of Science degree. At graduation, Computer Science majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. At most one of the foundation courses (CMPSC 100, CMPSC 101, or CMPSC 102) may be presented for the major on the Credit/No Credit basis. A maximum of 16 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Students who are interested in Mathematics and/or planning to attend graduate school in Computer Science are strongly encouraged to take MATH 151 early in their academic career. Students who major in Computer science may incorporate Mathematics courses into their study through the following substitutions

- MATH 205 as a substitute for CMPSC 102
- MATH 320, MATH 330, MATH 345, or MATH 370 as a substitute for one of the required specialization courses.

Program Requirements:

Foundation

Take **all** of the following three courses (12 credits):

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 101 - Data Structures *Credits:* 4
- CMPSC 102 - Discrete Structures *Credits:* 4

Core

Take **all** of the following four courses (16 credits):

- CMPSC 200 - Computer Organization *Credits:* 4
- CMPSC 202 - Algorithm Analysis *Credits:* 4
- CMPSC 204 - Theoretical Machines *Credits:* 4
- CMPSC 406 - Internet of Things *Credits:* 4

Elective

Take **two** of the following four courses (8 credits):

- CMPSC 300 - Bioinformatics *Credits:* 4
- CMPSC 304 - Robotic Agents *Credits:* 4
- CMPSC 400 - Operating Systems *Credits:* 4
- CMPSC 403 - Computer Security *Credits:* 4

Project

- CMPSC 580 - Junior Seminar *Credits:* 4
- CMPSC 600 - Senior Thesis I *Credits:* 4
- CMPSC 610 - Senior Thesis II *Credits:* 4

Computer Science Minor

The Computer Science minor is a program in the **Mathematics and Natural Sciences** Area of Study. Computer Science minors may not major in Data Science, Informatics, or Software Engineering.

The Computer Science minor consists of 24 credits. At graduation, Computer Science minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. At most one of the 100-level courses (CMPSC 100 or CMPSC 102) may be presented on the Credit/No Credit grade basis. A maximum of 8 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

Students may take MATH 205 as a substitute for CMPSC 102

Foundation

Take all of the following courses (8 credits):

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 102 - Discrete Structures *Credits:* 4

Core

Take two of the following courses (8 credits):

- CMPSC 200 - Computer Organization *Credits:* 4
- CMPSC 202 - Algorithm Analysis *Credits:* 4
- CMPSC 204 - Theoretical Machines *Credits:* 4
- CMPSC 406 - Internet of Things *Credits:* 4

Electives

Take two of the following courses (8 credits):

- CMPSC 304 - Robotic Agents *Credits:* 4
- CMPSC 400 - Operating Systems *Credits:* 4
- CMPSC 403 - Computer Security *Credits:* 4

Dance and Movement Studies

Professor Getschman

Mission

Dance and Movement Studies centers on investigative collaboration between students and instructors. Together, they explore the origins, histories, and evolutions of specific dance styles and somatic practices as well as the relationship between peoples and their cultures as expressed through movement. Dance and Movement Studies empowers each student to align their identities with physical actions, to express their innate selves through movement and somatic practices, and to explain their embodied self authentically through oral and written communication. This program provides students with the opportunity to actively seek and gather the necessary experiences and tools to discover and nurture the self physically, mentally, emotionally.

Dance and Movement Studies is a minor program in the Visual and Performing Arts area of study and is part of the Department of Communication, Media, and Performance, which emphasizes a liberal arts approach to learning that encourages students to develop habits of cultural awareness and respect, engaged citizenship, thoughtful professionalism, and a meaningful private life in order to contribute to a more equitable world.

Dance and Movement Studies Minor

The Dance and Movement Studies minor is a program in the **Visual and Performing Arts** Area of Study.

Dance and Movement Studies Minor Learning Outcomes

Students who successfully complete a minor in Dance and Movement Studies will:

- Demonstrate understanding of and physical proficiency in specific dance and movement techniques;

- Perform the diversity of dance and movement in a way that honors and celebrates traditional and current forms;
- Discuss dance and movement as representations of historical perspectives, political contexts, and cultural values and power;
- Reflect on and analyze cultural experiences and subject position in order to enhance and enrich connections to other individuals and communities.

The Dance and Movement Studies minor consists of 26 credits. At graduation, Dance and Movement Studies minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses taken at Allegheny and applied to the minor. Only the most recent grade is considered for courses that have been repeated. Declared minors must take courses applied to the minor on a letter grade basis. A maximum of 8 transfer credits may be counted toward the minor.

The Dance and Movement Studies minor guides students through a core of three courses that provide foundational experiences in embodiment, creative movement, and dance history. Students customize their minor by choosing practice courses from across three categories: dance performance (ballet, modern, etc.), somatic practices (yoga, martial arts, etc.), and social dance (ballroom, etc.). Students may also choose 1 elective from Filmmaking, Music, Psychology, or Theatre. Students are encouraged to seek advice from Dance and Movement Studies faculty in selecting practice courses that suit their interests and goals.

The minor also requires participation in at least one presentation or performance sponsored by the Allegheny Dance and Movement Studies Program.

Core (10 credits)

Complete the following three courses:

- DMS 100 - Foundations of Movement *Credits:* 2
- DMS 380 - Creative Processes I: Choreography and Improvisation *Credits:* 4
- DMS 470 - American Dance History: Appropriation, Appreciation, Celebration *Credits:* 4

Practice

Complete 12 credits, with at least 1 course from each of the following three categories

Category 1: Performance Dance Forms

- DMS 101 - Modern Dance: Body/Mind and Movement *Credits:* 2
- DMS 102 - Foundations of Ballet *Credits:* 2
- DMS 104 - Jazz Dance *Credits:* 2
- DMS 105 - Tap Dance *Credits:* 2
- DMS 201 - Upper Level Technique-Modern *Credits:* 2
- DMS 202 - Upper Level Technique-Ballet *Credits:* 2
- DMS 204 - Jazz Dance II *Credits:* 2
- DMS 205 - Tap Dance II *Credits:* 2

- DMS 301 - Modern Dance III *Credits:* 1
- DMS 302 - Ballet III *Credits:* 1
- DMS 304 - Jazz Dance III *Credits:* 1
- DMS 305 - Tap Dance III *Credits:* 1

Category 2: Somatic Practices

- DMS 110 - Yoga I *Credits:* 2
- DMS 111 - Ta'i Chi Ch'uan *Credits:* 2
- DMS 114 - Asian Martial Arts I *Credits:* 2
- DMS 115 - Aikido *Credits:* 2
- DMS 120 - Meditation: Theory and Practice *Credits:* 2
- DMS 121 - Meditation: Contemplative Explorations *Credits:* 2
- DMS 210 - Yoga II *Credits:* 2
- DMS 310 - Yoga III *Credits:* 1
- DMS 314 - Asian Martial Arts III *Credits:* 1

Category 3: Social Dance

- DMS 107 - Introduction to Ballroom Dance *Credits:* 2
- DMS 116 - Community Contra Dance *Credits:* 2
- DMS 207 - Ballroom Dance II: Latin/Rhythm *Credits:* 2
- DMS 208 - Ballroom Dance II: Smooth *Credits:* 2
- DMS 307 - Ballroom III-Advanced *Credits:* 2

Interdisciplinary Electives

Complete 4 credits from the following courses

- FILM 171 - Filmmaking 1 *Credits:* 4
- INTDS 312 - Neuroscience of Dance and Movement *Credits:* 4
- MUSIC 188 - Fundamental Materials of Music *Credits:* 4
- PSYCH 160 - Life Span Developmental Psychology *Credits:* 4
- PSYCH 178 - Positive Psychology *Credits:* 4
- THTR 150 - Acting 1: Fundamentals of Performance *Credits:* 4
- THTR 162 - Costume Production *Credits:* 2
- THTR 163 - Lighting Production *Credits:* 2

Data Science

Professors Jumadinova (Chair), Bonham-Carter, Graber, Green, Kapfhammer, Luman

Data Science focuses on the study of integrated principles and methods to analyze complex big data for decision making, prediction, modeling, and data management. Students examine social and human contexts and ethical implications of how data are collected, analyzed, and utilized in diverse areas.

Data Science Learning Outcomes

- Effectively collects, organizes, analyzes and interprets both structured and unstructured datasets from diverse sources.
- Can effectively and ethically use statistical data analysis techniques, modern machine learning algorithms, and state-of-the-art software tools and programming environments to design, build, evaluate, and deploy new predictive models.
- Demonstrates and articulates the value of subject matter expertise in domains that apply data science techniques.
- Can clearly and persuasively communicate the results of data analysis including critical examination and reflection on the ethical implications of such analysis.

Data Science Major

The Data Science major is a program in the **Interdisciplinary Studies** Area of Study. Data Science majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study. However, students who major in Data Science may not double major or minor in Computer Science, Informatics, or Software Engineering.

Data Science Major Learning Outcomes

- Effectively collects, organizes, analyzes and interprets both structured and unstructured datasets from diverse sources.
- Can effectively and ethically use statistical data analysis techniques, modern machine learning algorithms, and state-of-the-art software tools and programming environments to design, build, evaluate, and deploy new predictive models.
- Demonstrates and articulates the value of subject matter expertise in domains that apply data science techniques.
- Can clearly and persuasively communicate the results of data analysis including critical examination and reflection on the ethical implications of such analysis.

The Data Science major, consisting of a minimum of 48 credits, leads to the Bachelor of Science degree. At graduation, Data Science majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. At most one of the foundation courses (CMPSC 100, CMPSC 101, or CMPSC 105) may be presented on the Credit/No Credit grade basis. A maximum of 16 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Data Science is associated with Interdisciplinary Studies. Students who major in Data Science may complete any minor to satisfy the college requirement that the major and minor be in different areas of study. However, students who major in Data Science may not double-major or minor in Computer Science, Informatics, or Software Engineering.

The Data Science major leads to the Bachelor of Science degree and requires a minimum of 48 semester credit hours. To graduate with a major in Data Science, a student must have an earned GPA of at least 2.0 in required Data Science and other courses presented for the major. At most one of the foundation courses

(CMPSC 100, CMPSC 101, or CMPSC 105) may be presented for the major on the Credit/No Credit grade basis.

Program Requirements:

Foundation

Take **all** of the following three courses (12 credits):

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 101 - Data Structures *Credits:* 4
- CMPSC 105 - Data Exploration *Credits:* 4

Core

Take a total of **five** courses (20 credits), including a choice of a statistics course based on the chosen area of interest.

- CMPSC 301 - Data Science *Credits:* 4
- CMPSC 405 - Deep Learning *Credits:* 4

Effective Communication:

Take **one** of the following courses (4 credits):

- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4
- ENGL 208 - Professional Communication *Credits:* 4
- ENGL 210 - Writing Creative Nonfiction *Credits:* 4
- FILM 375 - Documentary Tradition *Credits:* 4

Ethics:

Take **one** of the following courses (4 credits):

- PHIL 130 - Values and Knowledge *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4
- PHIL 210 - Oppression and Liberation *Credits:* 4
- POLSC 140 - Introduction to Political Theory *Credits:* 4
- PSYCH 162 - Human Social Behavior *Credits:* 4
- RELST 200 - Christian Ethics *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4

Statistics:

Take **one** of the following courses (4 credits):

- BIO 385 - Biostatistics *Credits:* 4

- ECON 202 - Economic Statistics *Credits:* 4
- MATH 345 - Probability and Statistical Inference I *Credits:* 4
- POLSC 489 - Statistics and Data Analysis *Credits:* 4
- PSYCH 207 - Statistical Methods in Psychology *Credits:* 4

Electives

Take **one** of the following courses (4 credits):

- BIO 321 - Epidemiology *Credits:* 4 **OR**
- GHS 321 - Epidemiology *Credits:* 4

- CMPSC 300 - Bioinformatics *Credits:* 4
- CMPSC 302 - Web Design *Credits:* 4
- CMPSC 303 - Artificial Intelligence *Credits:* 4
- CMPSC 305 - Database Systems *Credits:* 4
- CMPSC 350 - Computational Narrative *Credits:* 4
- CMPSC 406 - Internet of Things *Credits:* 4
- COMM 376 - Ethnographic Methods in Media and Cultural Studies *Credits:* 4
- ECON 203 - Introductory Econometrics *Credits:* 4
- GHS 223 - People & Poisons: Foundations of Public Health Toxicology *Credits:* 4
- GHS 228 - Global Health Data and Visualization *Credits:* 4
- MATH 320 - Linear Algebra *Credits:* 4
- MATH 346 - Probability and Statistical Inference II *Credits:* 4
- PSYCH 307 - Intermediate Statistics *Credits:* 4

Project

Take **all** of the following three courses (12 credits):

- CMPSC 580 - Junior Seminar *Credits:* 4
- DS 600 - Senior Thesis I *Credits:* 4
- DS 610 - Senior Thesis II *Credits:* 4

Note: With advisor approval, students may substitute a Junior Seminar in another department for CMPSC 580.

Data Science Minor

The Data Science Minor is a program in the **Interdisciplinary Studies** Area of Study. Data Science minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study. However, students who minor in Data Science may not major or double-minor in Computer Science, Informatics, or Software Engineering.

The Data Science minor consists of 24 credits. At graduation, Data Science minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. At most one of the 100-level courses (CMPSC 100 or CMPSC 105) may be presented on the Credit/No Credit grade basis. A maximum of 8 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

The minor in Data Science requires the completion of at least 24 semester hours of coursework, as outlined below.

Foundation

Tale all three of the following courses (12 credits):

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 105 - Data Exploration *Credits:* 4
- CMPSC 301 - Data Science *Credits:* 4

Core: Ethics

Take one of the following courses (4 credits):

- PHIL 130 - Values and Knowledge *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4
- PHIL 210 - Oppression and Liberation *Credits:* 4
- POLSC 140 - Introduction to Political Theory *Credits:* 4
- PSYCH 162 - Human Social Behavior *Credits:* 4
- RELST 200 - Christian Ethics *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4

Core: Communication

Take one of the following courses (4 credits):

- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4
- ENGL 208 - Professional Communication *Credits:* 4
- ENGL 210 - Writing Creative Nonfiction *Credits:* 4
- FILM 375 - Documentary Tradition *Credits:* 4

Core: Statistics

Take one of the following courses (4 credits):

- BIO 385 - Biostatistics *Credits:* 4
- ECON 202 - Economic Statistics *Credits:* 4
- MATH 345 - Probability and Statistical Inference I *Credits:* 4

- POLSC 489 - Statistics and Data Analysis *Credits:* 4
- PSYCH 207 - Statistical Methods in Psychology *Credits:* 4

Economics

Professors Nonnenmacher (Chair), Allison, Bianco, A. Finaret, C. Finaret, Lv, Navarro-Sanchez, Onyeiwu, Ormiston, Sun, Waugh, Yusuf

Economics is part of the Department of Business and Economics.

Economics is a social science that studies the production, distribution, and consumption of goods and services. The scarcity of human, natural, and other resources requires that these activities be organized to enhance the general welfare of society. Economic activity is organized at many levels, including firms, markets, and governments, and the economics curriculum offers students the opportunity to study decision-making and the consequences of those decisions at all of these levels. The curriculum includes a core of widely accepted general theory and techniques for testing hypotheses and drawing inferences. These theories and techniques are refined by their application to concrete cases in a wide offering of elective courses and co-curricular activities.

The Economics major trains students to think analytically about social issues and prepares them to be responsible and productive citizens in a dynamic and diverse world. Many of our alumni pursue graduate study in business, economics, education, finance, international affairs, law, and public policy and enter careers in business and public service.

Note: Students who major or minor in Economics may not double-major in Business.

International Economics and Business

Those students wishing to pursue a career in International Economics or business should combine the study of a particular country and language with a background in Economics. If students are majoring in Economics or Business and minoring in a language, they should take ECON 251 and ECON 256 as their elective 200-level course and ECON 451 or ECON 452 as their elective 400-level course. Students majoring in a language and minoring in Economics should take ECON 251 and ECON 256 in addition to ECON 240. In addition, students are encouraged to study abroad and to complete an internship either abroad or with a company engaged in international trade. Students may also select a double major in these two disciplines. For an example of language courses that complement a Business major or Economics minor, see the course of study described in the "Arabic, "French," "German," and 'Spanish" sections of this *Bulletin*.

Graduate Study

Those students intending to pursue graduate study in economics or business should note that these graduate programs usually require a high performance in Economics courses and a thorough understanding of mathematics and quantitative methods. For graduate study in Economics, the

recommended minimum is mathematics courses through linear algebra. Proficiency in a second language may also be required. Courses in Political Science may be required for admission to some of the special graduate programs, such as those in city planning and urban affairs.

Economics Major

The Economics major is a program in the **Social and Behavioral Science** Area of Study. Students who major in Economics may not double major in Business.

Economics Major Learning Outcomes

Students who successfully complete an Economics major are able to:

- Explain core economic concepts and the role of individuals, governments, organizations, and markets in the economy.
- Communicate economic arguments clearly and persuasively using both technical and non-technical language.
- Employ statistical and qualitative methods to gather and summarize data, test hypotheses, interpret results, and reach evidence-based conclusions.
- Analyze economic, business, and public policy issues using economic theory, tools, and reasoning.

The Economics major, consisting of 48 credits, leads to the Bachelor of Arts degree. At graduation, Economics majors are required to have a GPA of at least 2.0 in the major. Only Economics courses taken at Allegheny on a letter grade basis are included in the GPA calculation. Only the most recent grade is considered for courses that have been repeated. All courses required for the major must be taken on a letter grade basis except one of the introductory courses (ECON 100 or ECON 101). A maximum of 12 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

International Business and Economics

Those students wishing to pursue a career in International Economics or business should combine the study of a particular country and language with a background in Economics. If students are majoring in Economics and minoring in a language, they should take ECON 251 and ECON 256 as their elective 200-level course and ECON 451 or ECON 452 as their elective 400-level course. Students majoring in a language and minoring in Economics should take ECON 251 and ECON 256 in addition to ECON 251. In addition, students are encouraged to study abroad and to complete an internship either abroad or with a company engaged in international trade. Students may also select a double major in these two disciplines. For an example of language courses that complement a Business Economics track major or Economics minor, see the course of study described in the "Arabic," "French," "German," and 'Spanish" sections of this *Bulletin*.

Requirements:

Two Introductory Courses:

- ECON 100 - Introduction to Microeconomics *Credits:* 4
- ECON 101 - Introduction to Macroeconomics *Credits:* 4

Two Intermediate Theory Courses:

Should be completed by the end of the junior year:

- ECON 200 - Microeconomic Theory *Credits:* 4
- ECON 201 - Macroeconomic Theory *Credits:* 4

Two Courses in Economic Statistics:

Should be completed by the end of the junior year:

- ECON 202 - Economic Statistics *Credits:* 4
- ECON 203 - Introductory Econometrics *Credits:* 4

Two 200-level Elective Courses:

Any two courses, except ECON 286, in the Business and Economics Department, numbered between 205 and 299. FSECO 201 can be used to satisfy the 200-level elective requirement. A course from the following list may be used to satisfy one of the two elective requirements.

- GHS 345 - Economics of Food and Agriculture *Credits:* 4
- POLSC 227 - Political Economy of Europe *Credits:* 4
- POLSC 328 - Political Economy of Labor *Credits:* 4

Two 400-level Elective Courses:

ECON 385 or ECON 386 can substitute for one of the 400-level courses.

Seminar:

(ECON 570-ECON 589). Typically taken in the second semester of the junior year or first semester of the senior year.

The Senior Project:

ECON 620. Typically taken in the semester following ECON 579-ECON 589.

Note:
Students considering a major in Economics are advised that ECON 200, ECON 201, and EECON 202 are calculus-based and have MATH 140 or MATH MATH 151 as prerequisites.

Economics Minor

The Economics minor is a program in the **Social and Behavioral Science** Area of Study. Economics minors may not major in Business.

Economic Minor Learning Outcomes

Students who successfully complete an Economics minor are able to:

- Explain core economic concepts and the role of individuals, governments, organizations, and markets in the economy.
- Communicate economic arguments clearly and persuasively using both technical and non-technical language.
- Employ statistical and qualitative methods to gather and summarize data, test hypotheses, interpret results, and reach evidence-based conclusions.
- Analyze economic, business, and public policy issues using economic theory, tools, and reasoning.

The Economics minor consists of 24 credits. At graduation, Economics minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All courses for the minor except one of ECON 100 or ECON 101 must be taken on a letter grade basis. A maximum of 8 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

Requirements:

- ECON 100 - Introduction to Microeconomics *Credits:* 4
- ECON 101 - Introduction to Macroeconomics *Credits:* 4

- ECON 200 - Microeconomic Theory *Credits:* 4 **OR**
- ECON 201 - Macroeconomic Theory *Credits:* 4

- Three additional courses in Economics numbered ECON 200 or higher. FSECO 201 can be used to satisfy this requirement. A course from the following list may be used to satisfy one of these three required courses
- GHS 345 - Economics of Food/Agriculture *Credits:* 4
- POLSC 227 - Political Economy of Europe *Credits:* 4
- POLSC 328 - Political Economy of Labor *Credits:* 4

Education Studies

Professors Franz, Leech, Moore Roberson, Weir, Whitenack

Education Studies is an interdivisional minor designed for students interested in the study of learning from political, historical, cultural, and psychological perspectives, as well as for those students intending

to pursue education-related careers after graduation. Allegheny has a 200-year history of sending its students into the world as educators and as advocates for the transforming possibilities of education. Effective advocates draw upon a variety of educational models and understand how social and environmental factors impact learning. The liberal arts foundation of the Education Studies minor at Allegheny College seeks to enrich students' ability to understand, to acquire, to disseminate, and to value knowledge about learning from different perspectives and experiences.

Education Studies Minor

The Education Studies minor is a program in the **Interdisciplinary Studies** Area of Study. Education Studies minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

Education Studies Minor Learning Outcomes

The Education Studies minor is designed to:

- Provide opportunities for students to explore different domestic and international educational models and philosophies;
- Encourage students to formulate their own educational philosophy and reflect on the connections between content knowledge and pedagogical approaches;
- Teach students how individual learners develop and help students understand the impact of individual learning differences;
- Expose students to issues of privilege, power and difference and their intersection with issues of education;
- Help students become aware of how learners are affected by environmental factors;
- Expose students to the ways different academic disciplines approach issues of education;
- Make students aware of codes of ethical conduct and professional organizations that advocate for learners and on behalf of educational policy and practice;
- Provide coursework and fieldwork opportunities necessary for those students wishing to meet teacher preparation or graduate school requirements.

The Education Studies minor consists of 24 credits. At graduation, Education Studies minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. Only courses exceeding the minimum 24 credits required for the minor may be taken on a Credit/No Credit basis. A maximum of 2 transfer courses may be counted toward the minor requirements.

The minor in Education Studies requires the successful completion of a minimum of 24 credits of coursework, including 3 required courses and 3 electives. One elective must be at the 300- or 400-level and an additional elective must come from the CE/P/P course list. A 300- or 400-level CE/P/P course does not satisfy both requirements.

****Please note that the Education Studies minor is not a professional certification program.****

Students planning to pursue admission to post-graduate certification or Master of Arts in Teaching programs should be aware that additional coursework may be necessary. Please consult the Director of Pre-Professional Studies in the Maytum Center for Student Success for information about these programs. For academic advising in Education Studies, please contact the Education Studies Program Director.

Required Courses:

Please note: courses marked with an asterisk (*) have a prerequisite.

- EDUC 100 - Introduction to Education Studies *Credits:* 4
- EDUC 543 - Internship Seminar I *Credits:* 2 *
- EDUC 544 - Internship Seminar II *Credits:* 2 *
- A Culture & Education, Practice, and Policy Course. Credits: 4. Choose one course from the list of approved CE/P/P courses appended below.

Electives:

Choose three, including one at the 300- or 400-level.

- EDUC 215 - Foundations of Special Education *Credits:* 4 *
- EDUC 216 - Teaching English Language Learners *Credits:* 4 *
- EDUC 230 - Teaching Health and Wellness *Credits:* 4

- EDUC 310 - Multicultural Education *Credits:* 4 * (Also listed as COMJ 310)

OR

- COMJ 310 - Multicultural Education *Credits:* 4 * (Also listed as EDUC 310)

- EDUC 330 - Advanced Topics in Education Studies *Credits:* 4
- EDUC 325 - Education Methods and Design *Credits:* 4 *
- ENGL 350 - Children's Literature *Credits:* 4 *
- ENVSC 250 - Environmental Education *Credits:* 4
- MATH 135 - Elementary School Mathematics *Credits:* 4
- PSYCH 106 - Educational Psychology *Credits:* 4

Note:
Other courses may be substituted as electives with prior approval of the steering committee for the minor. Additionally, students are strongly encouraged to take a minimum of two courses in the natural sciences.

Culture & Education, Practice, and Policy (CE/P/P) Courses:
One course from the list below must be presented for the Education Studies minor. Courses are grouped to provide guidance for students interested in pursuing one of three focus areas in Education Studies: 1) Practice (for students planning to pursue careers in elementary or secondary Education); 2) Policy (for students interested more broadly in education policy); 3) Culture and Education (for students interested in

the intersection of national or international cultures and issues of education). Courses marked with an asterisk (*) have a prerequisite.

Culture and Education:

For students interested in the intersection of national or international cultures and issues of education:

- BLKST 100 - Introduction to Black Studies *Credits:* 4
- COMM 351 - Media and Inequality *Credits:* 4 *
- One course from ENGL 110-118 *Credits:* 4
- One course from ENGL 230-236 *Credits:* 4
- HIST 117 - Modern Latin American History *Credits:* 4
- HIST 353 - Women and Revolution in China *Credits:* 4 *
- RELST 215 - Marriage and Sexuality in Islam *Credits:* 4
- WGSS 100 - Introduction to Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 211 - Queer Lives *Credits:* 4

Practice:

For students planning to pursue careers in elementary or secondary Education:

- BLKST 257 - African-American History since 1865 *Credits:* 4 **OR**
- HIST 257 - African-American History since 1865 *Credits:* 4

- COMM 125 - Media and Culture *Credits:* 4
- COMM 251 - Gender and Popular Culture *Credits:* 4
- COMM 256 - Power, Politics, and Communication *Credits:* 4
- HIST 261 - A Survey of American Women's History *Credits:* 4
- HIST 339 - Problems in the History of American Women *Credits:* 4 *
- PSYCH 375 - Community Psychology *Credits:* 4 *
- PSYCH 423 - Gender and Families *Credits:* 4 *
- PSYCH 452 - Psychology of Prejudice *Credits:* 4 *

Policy:

For students interested more broadly in education policy:

- ECON 238 - Poverty, Inequality, and Efficiency *Credits:* 4 *
- ENVSC 352 - Environmental Justice *Credits:* 4
- GHS 425 - Global Health Transitions *Credits:* 4 *
- PHIL 140 - Ethics and Community *Credits:* 4
- PHIL 210 - Oppression and Liberation *Credits:* 4
- PHIL 310 - Global Justice *Credits:* 4 *
- POLSC 261 - U.S.-Latin American Relations *Credits:* 4
- POLSC 303 - Constitutional Law: Civil Rights and Civil Liberties *Credits:* 4

- POLSC 321 - Urban Government and Politics *Credits:* 4
- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4

Energy and Society

Professors Bensel, Bethurem, Carbone

The Energy and Society minor (ENERG) is an interdivisional minor that provides students with the intellectual framework for understanding historical, current, and future energy systems from societal and scientific perspectives. The liberal arts approach to this minor allows our students to explore different facets of the extant energy transition at a variety of scales. Students will develop the tools to propose resilient and sustainable societal responses to the decommissioning of current energy systems and/or creation of new energy systems.

Energy and Society Learning Outcomes

Students who graduate with an Energy and Society minor will be able to:

- Investigate, identify, and predict social and behavioral aspects of energy consumption at the individual, organizational, and community levels
- Explain, describe, and evaluate different energy systems in society and how natural processes control their formation, extraction, and environmental impacts
- Examine and evaluate the geographic location of natural resources used in energy systems and compare and contrast the economic and geopolitical issues surrounding their utilization and trade
- Develop and apply analytical tools to promote access, efficiency, conservation, and/or equity in energy systems within local, regional, national, or international communities

Energy and Society Minor

The Energy and Society minor is a program in the **Interdisciplinary Studies** Area of Study. Energy and Society minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

Energy and Society Minor Learning Outcomes

Students who successfully complete a minor in Energy and Society are expected to be able to:

- Investigate, identify, and predict social and behavioral aspects of energy consumption at the individual, organizational, and community levels.
- Explain, describe, and evaluate different energy symptoms and how natural processes control their formation, extraction, and environmental impacts.
- Evaluate the spatial distribution of energy resources. Compare and contrast economic and geopolitical issues in their utilization and trade.
- Develop and apply analytical tools to promote access, efficiency, conservation, and/or equity in energy systems within local, regional, national, or international communities.

The Energy and Society minor consists of 20 credits. At graduation, Energy and Society minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. Only 1 course may be taken Credit/No Credit. A maximum of 12 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

The Energy & Society minor requires three required foundation courses cover 12 credit hours, while the remaining 8 credit hours (two courses) are completed in one of four elective tracks: Ethics & Social Justice, Communication, Economic Systems, or Political Systems. Each student in the minor is assigned an advisor; students work with their advisor to identify particular electives to complete the minor.

Foundation Sequence.

Take ALL of the following (8 credit hours):

- ENERG 105 - Introduction to Energy & Society *Credits:* 4
- ENVSC 385 - Introduction to Sustainable Energy *Credits:* 4

Capstone Courses

Take ONE of the following (4 credit hours):

- ENERG 480 - Community Energy Design *Credits:* 4
- ENERG 485 - Applied Energy Analysis *Credits:* 4

Electives (8 credit hours).

Two courses (totaling 8 semester credit hours) must be completed from one of the following thematic areas.

Ethics & Social Justice

- COMJ 160 - Foundations of Community & Justice Studies *Credits:* 4
- ENVSC 352 - Environmental Justice *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4

Communication

- COMM 125 - Media and Culture *Credits:* 4
- COMM 261 - The Business of Media *Credits:* 4
- ENGL 208 - Professional Communication *Credits:* 4

Economic Systems

- ECON 100 - Introduction to Microeconomics *Credits:* 4
- ECON 231 - Environmental Economics and Policy *Credits:* 4
- ECON 256 - Economic Development *Credits:* 4

Political Systems

- ENVSC 380 - Climate and Energy Policy *Credits:* 4
- ENVSC 383 - U.S. Environmental Policy *Credits:* 4
- POLSC 110 - U.S. National Government and Politics *Credits:* 4
- POLSC 120 - Comparative Government and Politics *Credits:* 4
- POLSC 130 - World Politics *Credits:* 4

Note:
Students may use a credit-bearing internship to fulfill up to 4 credit hours of their elective requirement. ENERG 529 may be applied to fulfill credit for any of the thematic areas. Internships from other departments that align within one of the above thematic categories may be considered with consultation of the minor advisor.

English

Professors Votava (Chair), Bakken, Caballero, Ferrence, Hart, Holmes, J. Miller

Allegheny's English Department prepares students for an unknown future through the study of literary citizenship. Our program is oriented in flexibility and deep thinking, dedicated to the analysis and production of texts that mediate our relationship to the world, and committed to the cultivation of the uniqueness of human intellect, creativity, and communication. Our goals and philosophies are centered in our mission statement:

English Department Mission Statement:

As readers and writers, we explore how literature and language shape, have shaped, and will shape the world within which we live.

English Major--Emphasis in Creative Writing

The English Major–Emphasis in Creative Writing is a program in the **Languages, Literature, and Culture** Area of Study. English majors may not minor in Writing.

English Major–Emphasis in Creative Writing Learning Outcomes

Students who successfully complete an English Major–Emphasis in Creative Writing will:

1. Analyze how language and literature function in the construction of our world.
2. Communicate critically and creatively across difference, including different cultures, identities, and histories.
3. Read and write critically and creatively, demonstrating an understanding of forms, genres, conventions, and audiences.
4. Write and revise with an understanding of process, including an ability to give and receive feedback.

5. Locate, incorporate, and synthesize relevant kinds of research into their work.

The English Major–Emphasis in Creative Writing, consisting of 44 credits, leads to the Bachelor of Arts degree. At graduation, English majors are required to have a GPA of at least 2.0 in the major. The calculation is based on all English courses taken at Allegheny on a letter-grade basis. Only the most recent grade is considered for courses that have been repeated. At least 10 courses, including the Junior Seminar and Senior Project, must be taken on the letter-grade basis; additional courses may be taken Credit/No Credit, though the department recommends that the number of such courses be kept to a minimum. A maximum of 8 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Core (12 Credits)

- One course (4 credit hours) from courses numbered ENGL 110 through ENGL 118.
- ENGL 550 - Junior Seminar in English *Credits:* 4
- ENGL 624 - Senior Project in Creative Writing *Credits:* 4

Emphasis in Creative Writing (32 Credits)

Take two of the following courses (8 credits):

- ENGL 205 - Writing Fiction *Credits:* 4
- ENGL 206 - Writing Poetry *Credits:* 4
- ENGL 210 - Writing Creative Nonfiction *Credits:* 4

Take one of the following courses (4 credits):

- ENGL 230 - British Literatures *Credits:* 4
- ENGL 235 - Shakespearean Literatures *Credits:* 4

Take one of the following courses (4 credits):

- ENGL 232 - LatinX Literatures *Credits:* 4
- ENGL 233 - Asian-American/Diasporic Literatures *Credits:* 4

- BLKST 236 - African-American/Diasporic Literatures *Credits:* 4 **OR**
- ENGL 236 - African-American/Diasporic Literatures *Credits:* 4

Take two courses (8 credit hours) at the 300-Level:

- ENGL 301 - Forms of Fiction *Credits:* 4
- ENGL 302 - Forms of Poetry *Credits:* 4
- ENGL 303 - Forms of Drama *Credits:* 4
- ENGL 305 - Forms of Nonfiction *Credits:* 4
- ENGL 313 - Study in a Single Author *Credits:* 4
- ENGL 350 - Children's Literature *Credits:* 4

- ENGL 360 - Language, Theory, and Practice *Credits:* 4

Take one course (4 credit hours) at 400-Level Advanced Workshop:

- ENGL 405 - Advanced Workshop in Fiction *Credits:* 4
- ENGL 406 - Advanced Workshop in Poetry *Credits:* 4
- ENGL 410 - Advanced Workshop in Creative Nonfiction *Credits:* 4

Elective (4 credits):

Take any one additional course in English at any level. ENGL 231, American Literatures, or another American-focused literature class strongly recommended. FSENG 201 does not count.

English Major--Emphasis in Literature

The English Major–Emphasis in Literature is a program in the **Languages, Literature, and Culture** Area of Study. English majors may not minor in Writing.

English Major–Emphasis in Literature Learning Outcomes

Students who successfully complete an English Major–Emphasis in Literature will:

1. Analyze how language and literature function in the construction of our world.
2. Communicate critically and creatively across difference, including different cultures, identities, and histories.
3. Read and write critically and creatively, demonstrating an understanding of forms, genres, conventions, and audiences.
4. Write and revise with an understanding of process, including an ability to give and receive feedback.
5. Locate, incorporate, and synthesize relevant kinds of research into their work.

The English Major–Emphasis in Literature, consisting of 44 credits, leads to the Bachelor of Arts degree. At graduation, English majors are required to have a GPA of at least 2.0 in the major. The calculation is based on all English courses taken at Allegheny on a letter-grade basis. Only the most recent grade is considered for courses that have been repeated. At least 10 courses, including the Junior Seminar and Senior Project, must be taken on the letter-grade basis; additional courses may be taken Credit/No Credit, though the department recommends that the number of such courses be kept to a minimum. A maximum of 8 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Core (12 Credits)

- One course (4 credit hours) from courses ENGL 110 through ENGL 118.
- ENGL 550 - Junior Seminar in English *Credits:* 4
- ENGL 620 - Senior Project in Literature *Credits:* 4

Emphasis in Literature (32 Credits)

Take one of the following courses at the 200-level (4 Credits):

- ENGL 230 - British Literatures *Credits:* 4
- ENGL 235 - Shakespearean Literatures *Credits:* 4

Take two of the following courses at the 200-level (8 credits):

- ENGL 231 - American Literatures *Credits:* 4
- ENGL 232 - LatinX Literatures *Credits:* 4
- ENGL 233 - Asian-American/Diasporic Literatures *Credits:* 4

- BLKST 236 - African-American/Diasporic Literatures *Credits:* 4 **OR**
- ENGL 236 - African-American/Diasporic Literatures *Credits:* 4

Take two of the following courses at the 300-level (8 credits):

- ENGL 301 - Forms of Fiction *Credits:* 4
- ENGL 302 - Forms of Poetry *Credits:* 4
- ENGL 303 - Forms of Drama *Credits:* 4
- ENGL 305 - Forms of Nonfiction *Credits:* 4
- ENGL 313 - Study in a Single Author *Credits:* 4
- ENGL 350 - Children's Literature *Credits:* 4
- ENGL 360 - Language, Theory, and Practice *Credits:* 4

Take one course at the 400-level (4 Credits):

- ENGL 420 - Advanced Literary Studies *Credits:* 4

Electives (8 Credits):

Take any two additional courses in English at any level. FSENG 201 does not count.

English Minor

The English minor is a program in the **Languages, Literature, and Culture** Area of Study.

English Minor Learning Outcomes

Students who successfully complete an English Minor will:

1. Analyze how language and literature function in the construction of our world.
2. Communicate critically and creatively across difference, including different cultures, identities, and histories.

3. Read and write critically and creatively, demonstrating an understanding of forms, genres, conventions, and audiences.
4. Write and revise with an understanding of process, including an ability to give and receive feedback.
5. Locate, incorporate, and synthesize relevant kinds of research into their work.

The English minor consists of 24 credits. At graduation, English minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All courses presented for the minor must be taken on the letter-grade basis. Under exceptional circumstances, one course taken Credit/No Credit may be presented for the minor with permission of the Chair of the department. Typically, this exception is made when a student has taken a 100-level English course before declaring the English minor. A maximum of 4 transfer credits may be counted toward the minor requirements.

Requirements:

- One course (4 credit hours) from courses numbered ENGL 110 through ENGL 118

Take two of the following (8 credits):

- ENGL 230 - British Literatures *Credits:* 4
- ENGL 231 - American Literatures *Credits:* 4
- ENGL 232 - LatinX Literatures *Credits:* 4
- ENGL 233 - Asian-American/Diasporic Literatures *Credits:* 4
- ENGL 235 - Shakespearean Literatures *Credits:* 4

- BLKST 236 - African-American/Diasporic Literatures *Credits:* 4 **OR**
- ENGL 236 - African-American/Diasporic Literatures *Credits:* 4

Three Other Electives in English (12 credits):

One elective must be at the 300-level or above, another must be either a 400-level course or a junior seminar. FSENG 201 does not count.

Environmental Writing Minor

The Environmental Writing minor is a program in the **Languages, Literature, and Culture** Area of Study.

Environmental Writing Minor Learning Outcomes

Students who successfully complete an Environmental Writing Minor will:

1. Analyze how language and literature shape our relationship to the nonhuman world.
2. Communicate critically and creatively about environmental issues across difference, including different cultures, identities, histories, and disciplines.

3. Read and write critically and creatively, demonstrating an understanding of forms, genres, conventions, and audiences.
4. Write and revise with an understanding of process, including an ability to give and receive feedback.
5. Locate, incorporate, and synthesize interdisciplinary environmental research into their work.

The Environmental Writing Minor

The Environmental Writing minor consists of 28 credits. At graduation, English minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All courses presented for the minor must be taken on the letter-grade basis. Under exceptional circumstances, one course taken Credit/No Credit may be presented for the minor with permission of the Chair of the department. Typically, this exception is made when a student has taken a 100-level English course before declaring the English minor. A maximum of 4 transfer credits may be counted toward the minor requirements.

Requirements:

- ENGL 116 - Literature and the Environment *Credits:* 4

Take two of the following (8 credits):

- ENGL 205 - Writing Fiction *Credits:* 4
- ENGL 206 - Writing Poetry *Credits:* 4
- ENGL 210 - Writing Creative Nonfiction *Credits:* 4

Take one of the following (4 credits):

- ENGL 405 - Advanced Workshop in Fiction *Credits:* 4
- ENGL 406 - Advanced Workshop in Poetry *Credits:* 4
- ENGL 410 - Advanced Workshop in Creative Nonfiction *Credits:* 4

Co-Requisite Courses:

Take three of the following (12 credits):

- Any course in Biology
- Any course in Environmental Science and Sustainability (ENVSC 110, Introduction to Environmental Science strongly recommended)
- Any course in Geology
- ECON 231 - Environmental Economics and Policy *Credits:* 4
- ENGL 207 - Editing and Publishing *Credits:* 4
- ENGL 230 - British Literatures *Credits:* 4
- ENGL 231 - American Literatures *Credits:* 4

Writing Minor

The Writing minor is a program in the **Languages, Literature and Culture** Area of Study. Writing minors may not major in English

Writing Minor Learning Outcomes

Students who successfully complete a Writing Minor will:

1. Analyze how language and literature function in the construction of our world.
2. Communicate critically and creatively across difference, including different cultures, identities, and histories.
3. Read and write critically and creatively, demonstrating an understanding of forms, genres, conventions, and audiences.
4. Write and revise with an understanding of process, including an ability to give and receive feedback.
5. Locate, incorporate, and synthesize relevant kinds of research into their work.

The Writing minor consists of 24 credits. At graduation, Writing minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. Under exceptional circumstances, one course taken Credit/No Credit may be presented for the minor with permission of the Chair of the department. Typically, this exception is made when a student has taken a 100-level English course before declaring the Writing minor. A maximum of 4 transfer credits may be counted toward the minor.

Requirements:

- One course (4 credit hours) from courses numbered ENGL 110 through ENGL 118.

Take two of the following (8 credits):

- ENGL 205 - Writing Fiction *Credits:* 4
- ENGL 206 - Writing Poetry *Credits:* 4
- ENGL 208 - Professional Communication *Credits:* 4
- ENGL 210 - Writing Creative Nonfiction *Credits:* 4

Take one of the following (4 credits):

- ENGL 405 - Advanced Workshop in Fiction *Credits:* 4
- ENGL 406 - Advanced Workshop in Poetry *Credits:* 4
- ENGL 410 - Advanced Workshop in Creative Nonfiction *Credits:* 4

Any two electives in English not already taken (8 credits):

Only one may be from ENGL 205-210. FSENG 201 does not count.

Environmental Science and Sustainability

Professors Bensel (Chair), Bethurem, Bowden, Bradshaw-Wilson, Byrnes, Carbone, Geyer, Griffin, Krone, Pearce, Shaffer

Environmental Science and Sustainability is the study of interrelationships between human systems and activities and the natural environment. It is an integrative academic discipline in that it generates scientific knowledge about the natural world as well as a social and humanistic understanding of ways in which humans interact with that natural environment. We examine the effects of human cultural systems, policies and regulations, and economic processes on the environment and the means by which our decisions influence human actions and wellbeing. Thus, the department is truly interdisciplinary and exemplifies the liberal arts approach to education. The basic tenet of the Environmental Science and Sustainability major is that progress toward a sustainable future depends on the creative application of transboundary thinking that spans disciplines across the traditional college divisions, while striving for both depth and breadth. We seek to inspire creativity and combine passion with critical thinking skills in students who, one day, will be the citizens working to enhance global sustainability through innovative problem solving.

Faculty in the department believe that environmental specialists in the natural sciences must have a broad understanding of the social aspects of environmental problems. Likewise, a professional whose expertise is in environmental policy, management, or communications must also have a strong understanding of the scientific basis of decision-making in those fields. As such, a set of core courses is required of all majors to provide a foundation for the integration of the social sciences, natural sciences, and humanities. These core courses (24 credits) include ENVSC 110, ENVSC 210, ENVSC 270, ENVSC 585, ENVSC 600, and ENVSC 610. In addition to this core, students must complete courses in a defined concentration developed in consultation with a faculty member from the department. Upper-level Environmental Science and Sustainability courses synthesize knowledge from many disciplines to analyze and find applied solutions to current environmental problems. Generally, these upper-level courses are also rich in lab and field experiences.

Environmental Science and Sustainability majors often pursue graduate studies and careers in field, laboratory, or applied settings. Students typically work and study at research institutions, governments, private consulting firms, or non-profit organizations that model different approaches to sustainable development and the United Nations Sustainable Development Goals. The Environmental Science and Sustainability major prepares students to work on issues related to terrestrial, marine, or aquatic environments.

For the purposes of fulfilling college-wide liberal studies requirements, the Environmental Science and Sustainability major is considered interdivisional. Because the major is Interdisciplinary Studies, students may complete any minor or second major to satisfy the college requirement that the major and minor be in different area of study.

The major leads to the Bachelor of Arts or the Bachelor of Science degree (students may elect to receive either degree) and requires the completion of a minimum of 60 credit hours. The minimum GPA for a

student to graduate with a major in Environmental Science and Sustainability is 2.0. All courses required for the Environmental Science and Sustainability major (including Allegheny off-campus courses for which a letter grade is posted on the Allegheny transcript) are counted in the calculation, whether they are Environmental Science and Sustainability courses or courses listed outside the department. Courses required by the major are expected to be taken on a letter-grade basis. Exceptions must be approved by an Environmental Science and Sustainability department advisor.

Students who matriculated before Fall 2016: Some Environmental Science and Sustainability courses may be used to satisfy the college distribution requirements that apply to students who matriculated before Fall, 2016. Courses that fulfill the Natural Science requirement include: ENVSC 110, ENVSC 210, ENVSC 305, ENVSC 306, ENVSC 332, ENVSC 335, ENVSC 344, and ENVSC 385. Courses that fulfill the Social Science requirement include: ENVSC 250, ENVSC 352, ENVSC 380, ENVSC 383, and ENVSC 585. Internships may carry Natural Science or Social Science credit—see an Environmental Science and Sustainability faculty member for assistance.

Area of Specialization

Environmental Science and Sustainability majors must develop areas of concentration related to their major areas of interest in conjunction with a major advisor. Examples of concentrations include, but are not limited to, Environmental Philosophy; Environmental History; Communications and the Environment; Ecological Economics; Environmental Law; Environmental Policy; International Sustainable Development; Culture and the Environment; Art and the Environment; Environmental Education; Community Development; Environmental Justice; Conservation Biology; Terrestrial Ecosystems; Aquatic Ecosystems; Landscape Ecology; Environmental Toxicology; Environmental Geology; Energy Systems; and Environmental Chemistry. All students are advised to consult an Environmental Science and Sustainability Department faculty member early in their careers for course planning.

Students whose area of specialization may benefit from depth in a natural science should begin taking appropriate courses (e.g., BIO, CHEM, GEO, PHYS) in the Natural Science division as soon as possible. Many of the courses in these areas have substantial pre-requisites that should be completed as early as possible.

Off-Campus Courses and Internships

The department encourages off-campus study and internship experiences for Environmental Science and Sustainability majors. Courses taken at any departmentally approved off-campus study location (including those below) may substitute for some of the required courses for the major. In addition, internships may also be acceptable substitutes for these courses. Substitutions must be approved, in advance, by a Department advisor.

Internships

The department offers credit-bearing internships with local organizations as described under the course numbers ENVSC 518 - 529. Internships may be acceptable substitutes for some courses required for the

major. Substitutions must be approved, in advance, by a Department advisor. Interested students should speak with the department's Internship Coordinator well in advance of the semester they plan to take part in an internship. Internships change from semester to semester and new ones may be available that are not yet listed in the Bulletin. An application is required prior to registering for an internship and students with insufficient coursework or low GPAs may be ineligible.

Off-Campus Study

Allegheny College is affiliated with several off-campus study programs that are relevant to Environmental Science and Sustainability majors. Off-campus courses may be acceptable substitutes for some courses required for the major. Substitutions must be approved, in advance, by a Department advisor. Each program has different eligibility requirements. More complete descriptions of the off-campus programs and requirements may be obtained from the Environmental Science and Sustainability faculty or from the International Education Office, but brief descriptions are provided below:

- Arava Institute for Environmental Studies, Kibbutz Ketura, Israel
  A semester or year-long program in sustainable development and peace, in cooperation with students from the Middle East, North America, Europe, Africa, and Australia. Professor Pallant is the liaison.
- School for Field Studies, Costa Rica
  A one-semester program in sustainable development in the tropics. Professor Pallant is the liaison.
- Duke Marine Biological Lab, North Carolina
  A one-semester program offering courses in marine, coastal and oceanographic biology, physics, policy and environment that emphasizes hands-on, experiential learning in an enriching academic environment.
- Semester in Environmental Science, The Ecosystems Center, Woods Hole, Massachusetts
  A one-semester program in coastal and terrestrial ecology, environment, and ecosystem processes. Professor Bowden is the liaison.

Learning Outcomes

Students who successfully complete a major in Environmental Science and Sustainability are expected to be able to:

- Demonstrate a general understanding of the breadth and interdisciplinary nature of environmental issues and sustainability (ENVSC 110);
- Demonstrate a general understanding of the qualitative and quantitative research methods to gain empirical evidence to evaluate environmental problems and sustainable alternatives (ENVSC 210);
- Demonstrate depth of critical analysis, investigative prowess, and effective writing about environmental problems that span popular, "gray," and primary publications while articulating the interdisciplinary context of environmental issues (ENVSC 270);
- Demonstrate the ability to locate, interpret and apply published research and lessons from successful projects to a focused environmental solution with a stakeholder group (ENVSC 585);

- Design, conduct and present (orally and in writing) independent research that is consistent with the highest standards and practices of research in environmental sustainability (ENVSC 600 and ENVSC 610);
- Be well-prepared for meaningful careers and post-graduate education in fields related to environmental sustainability and beyond;
- Identify and integrate key stakeholders in the natural sciences, humanities, and social sciences that need to be a part of sustainable solutions.

Environmental Science and Sustainability Major

The Environmental Science and Sustainability major is a program in the **Interdisciplinary Studies** Area of Study. Environmental Science and Sustainability majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study.

Environmental Science and Sustainability Major Learning Outcomes

Students who successfully complete a major in Environmental Science and Sustainability are expected to be able to:

- Demonstrate a general understanding of the breadth and interdisciplinary nature of environmental issues.
- Demonstrate a general understanding of the qualitative and quantitative research methods to gain empirical evidence bearing on evaluation of environmentally sustainable alternatives
- Demonstrate depth of critical analysis and writing of environmental problems that span popular, 'gray' and primary publications.
- Demonstrate the ability to locate, interpret and apply published research and lessons from successful projects to a focused environmental solution with potential regional stakeholders
- Design, conduct and present (orally and in writing) independent research that is consistent with the highest standards and practices of research in environmental science
- Be well-prepared for meaningful careers and post-graduate education in fields related to environmental science and beyond

The Environmental Science and Sustainability Major, consists of 60 credits, leads to the Bachelor of Arts or Bachelor of Science degree (students may elect to receive either degree). At graduation, Environmental Science and Sustainability majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all required courses for completion of the major. Only the most recent grade is considered for courses that have been repeated. A maximum of 2 courses may be taken on a Credit/No Credit basis, A maximum of 34 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

When appropriate, other courses – for example, new courses or those taken during study away – may be substituted for the section III requirement. All substitutions must be approved by the major advisor, and students are strongly encouraged to discuss any potential course substitutions prior to enrolling in the course.

Requirements:

The Environmental Science major requires 60 credits as follows:

I. Introductory Courses

Take the following **two** courses (8 credits):

- ENVSC 110 - Introduction to Environmental Science *Credits:* 4
- ENVSC 270 - Environmental Problem Analysis *Credits:* 4

II. Quantitative Skills:

Take **one** course from the following list (4 credits):

- BIO 385 - Biostatistics *Credits:* 4
- CMPSC 301 - Data Science *Credits:* 4
- ECON 202 - Economic Statistics *Credits:* 4
- ENVSC 285 - Quantitative Sustainability *Credits:* 4
- MATH 140 - Calculus I with Precalculus, Part 1 *Credits:* 4
- MATH 141 - Calculus I with Precalculus, Part 2 *Credits:* 4
- MATH 151 - Calculus I *Credits:* 4
- MATH 152 - Calculus II *Credits:* 4
- POLSC 489 - Statistics and Data Analysis *Credits:* 4
- PSYCH 207 - Statistical Methods in Psychology *Credits:* 4

III. Human and Cultural Connections:

Take **one** course from the following list (4 credits):

- COMM 256 - Power, Politics, and Communication *Credits:* 4
- COMM 320 - Media & Global Cultures *Credits:* 4
- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4
- COMM 376 - Ethnographic Methods in Media and Cultural Studies *Credits:* 4
- COMJ 460 - Community Organizing and Civic Professionalism *Credits:* 4
- ECON 231 - Environmental Economics and Policy *Credits:* 4
- ECON 421 - Strategic Environmental Management *Credits:* 4
- ENVSC 250 - Environmental Education *Credits:* 4
- ENVSC 350 - Ecological Economics *Credits:* 4
- ENVSC 352 - Environmental Justice *Credits:* 4
- RELST 360 - Religion and Ecology *Credits:* 4

- ENVSC 365 - How Green is Green? German Environmentalisms *Credits:* 4 **OR**
- GERMN 365 - How Green is Green? German Environmentalisms *Credits:* 4

- ENVSC 372 - Judaism, Justice, and Food *Credits:* 4 **OR**

- RELST 372 - Judaism, Justice, and Food *Credits:* 4

- ENVSC 380 - Climate and Energy Policy *Credits:* 4 **OR**
- POLSC 322 - Climate and Energy Policy *Credits:* 4

- ENVSC 383 - U.S. Environmental Policy *Credits:* 4
- GHS 324 - Environmental Health *Credits:* 4
- GHS 425 - Global Health Transitions *Credits:* 4
- HIST 341 - American Environmental History *Credits:* 4
- INTDS 250 - Animals, Culture & Society *Credits:* 4
- PSYCH 152 - Behavioral Psychology *Credits:* 4
- PSYCH 162 - Human Social Behavior *Credits:* 4
- PSYCH 375 - Community Psychology *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4

IV. Collaborative and Capstone Projects:

Take the following **four** courses (16 credits):

- ENVSC 210 - Environmental Research Methods *Credits:* 4
- ENVSC 585 - Junior Seminar: Sustainable Development *Credits:* 4
- ENVSC 600 - Senior Project I *Credits:* 4
- ENVSC 610 - Senior Project II *Credits:* 4

V. Systems Integration and Advanced Analysis Concentration:

Select **seven** additional courses (28 total credits) that are relevant to Environmental Science and Sustainability and that prepare students in a self-designed concentration. At least **four** of the seven courses must be advanced (300- or 400-level), and at least **one** of these courses must have an ENVSC course number. Courses must be selected in consultation with a faculty member in Environmental Science and Sustainability by the end of the sophomore year. For most students, this selection process will occur during enrollment in ENVSC 210. Students may change course selection during their tenure at Allegheny, however, the student's major advisor must approve all schedule changes.

VI. Learning Experience:

Students are strongly encouraged to complete at least one off-campus learning experience (e.g. EL seminar, semester away program, and research or internship experience) that relates to their Systems Integration and Advanced Analysis Concentration. Learning experiences may be credit bearing or non-credit bearing. Students should consult their major advisor when selecting and arranging learning experiences.

Experiential Learning

Experiential Learning (EXL) courses prepare students to synthesize their liberal arts education with opportunities beyond the classroom. EXL courses provide integrative learning experiences through cooperative programming, study away, internships, community-based learning, and other experiential opportunities. Students who enroll in EXL courses build academic and practice-based skills through exposure to the ways in which the liberal arts prepares them for post-graduation success.

Experiential Learning: Learning Outcomes

Students who successfully complete EXL courses will be able to:

1. Implement knowledge of practice-based skills beyond traditional classroom settings.
2. Develop critical thinking skills toward practical application.
3. Recognize, describe, and/or analyze the interconnections and interdependencies of global and/or local communities.
4. Recognize, describe, and/or analyze different cultural perspectives.
5. Recognize, describe, and/or analyze ethical values in social contexts.

Filmmaking

Faculty: Keeley, Tompkins

Mission

The **Filmmaking** program emphasizes the art and craft of creating compelling audio-visual content for multiple media platforms. The curriculum offers students opportunities to discover and refine their capacity to conceive, plan, capture, and edit material for diverse purposes and audiences. Combined with a basic critical understanding of film history and styles, **Filmmaking** students use cinematic techniques to communicate impactful ideas across cultures, to participate in local, regional, national, and global civic life.

The **Filmmaking** program is part of the **Department of Communication, Media, and Performance**, which emphasizes a liberal arts approach to learning that encourages students to develop habits of cultural awareness and respect, engaged citizenship, thoughtful professionalism, and a meaningful private life in order to contribute to a more equitable world.

The **Filmmaking** minor guides students through a core of four courses in film studies and filmmaking. Early courses focus on traditional elements and principles of film. Later courses apply these foundational skills to create content for the ever changing media landscape. Students may customize their minor when they choose 2 electives from a range of disciplines. The electives permit students to focus on formal aspects of cinematic storytelling: script development, camera work, acting, directing, or design. The capstone course (FILM 400) offers students the opportunity to use film as the primary way to communicate subject matter from their individual fields of expertise.

Learning Outcomes

Students who successfully complete a **minor** in **Filmmaking** are able to:

- Use discipline specific terminology to discuss and analyze film as an art form and cultural product;
- Demonstrate proficiency in current techniques, principles, and styles of filmmaking;
- Conceive and complete a meaningful and original short-length film for a public audience

Filmmaking Minor

The Filmmaking minor is a program in the **Visual and Performing Arts** Area of Study. Filmmaking minors may not complete an additional minor in Journalism and Documentary Storytelling.

Filmmaking Minor Learning Outcomes

Students who successfully complete a **minor** in **Filmmaking** are able to:

- Use appropriate terminology to discuss and analyze film as an art form and cultural product;
- Demonstrate proficiency in current techniques, principles, and styles of filmmaking;
- Conceive and complete a meaningful and original short-length film for a public audience.

The Filmmaking minor consists of 24 credits. At graduation, minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All courses required for the minor must be taken on a letter grade basis. A maximum of 8 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

Core:

Complete the following four courses

- FILM 171 - Filmmaking 1 *Credits:* 4
- FILM 202 - Film as a Narrative Art *Credits:* 4
- FILM 300 - Filmmaking 2 *Credits:* 4 *****
- FILM 400 - Multimedia Storytelling *Credits:* 4 *****

Electives:

Complete two of the following course options:

- ART 171 - Photography I *Credits:* 4
- ART 187 - Electronic & Intermedia Art *Credits:* 4
- ART 271 - Photography II *Credits:* 4 *****
- ENGL 205 - Writing Fiction *Credits:* 4 *****
- FILM 350 - Filmmaking Technique *Credits:* 4 *****

- FILM 375 - Documentary Tradition *Credits:* 4
- THTR 150 - Acting 1: Fundamentals of Performance *Credits:* 4
- THTR 260 - Production Design 1 *Credits:* 4
- THTR 280 - Directing 1 *Credits:* 4 *****

French

Professors Lewis, B. (Sabbatical 2024-2025), Dufay-Verbie

Allegheny College offers a minor in French and instruction in the French language through the department of World Languages and Cultures. For further information about the study of language and cultures at Allegheny College, please see the "World Languages and Cultures" section in this Bulletin.

Study Abroad

Juniors are encouraged to study in a French-speaking country. The College sponsors several distinct study-abroad programs that are open to all qualified Allegheny students and to which Allegheny financial aid may be applied. Most students of French choose to study in one of Allegheny's Sponsored Programs. Coursework taken abroad may be applicable to the French minor. More detail is available in the "Study Away" section of the *Bulletin*, through the International Education Office, or by consulting with a member of the French faculty.

International Business and Economics

Those students wishing to pursue a career in language with a focus on international economics or business should combine their study of a particular country and language with a background in economics. If students are majoring in Economics or Business and minoring or double majoring in French, they should take FRNCH 301 and/or FRNCH 302 as part of their requirements. In addition, students are encouraged to study abroad and to complete an internship either abroad or with a company engaged in international trade. For economics courses that complement a French minor, see the course of study described under International Business and Economics in the "Economics" and "Business" sections of this *Bulletin*.

French Minor

The French minor is a program in the **Languages, Literature, and Culture** Area of Study.

French Minor Learning Outcomes

Students who have successfully completed our French Minor can:

1. interpret subtle messages and supporting details in informational or fictional texts and conversations about the past, present and future;
2. communicate both interpersonally and in formal presentations about a variety of topics of both personal and general interest;

3. compose multi-page written responses that integrate description and analysis;
4. demonstrate knowledge of significant figures, cultural productions, and cultural differences in French-speaking countries.

The French minor consists of 20 credits in French. At graduation, French minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated.

Requires a minimum of 20 semester credit hours in FRNCH, including FRNCH 305 and one other course numbered above 300.

German

Professor Ludewig (Sabbatical 2024-2025), Carpenter

Allegheny College offers a minor in German and instruction in the German language through the department of World Languages and Cultures. For further information about the study of language and cultures at Allegheny College, please see the "World Languages and Cultures" section in this Bulletin.

Study Abroad

Students who have completed GERMN 120 and would like to pursue their study of German are encouraged to participate in a study-abroad program. For example, students in their sophomore year who have taken one year of college German or the equivalent may participate in the Cologne Exchange Program. Students study directly at the University of Cologne and may choose from a wide variety of academic courses in German and in English. Coursework taken abroad may be applicable to the German minor; please consult the department for more information.

International Business and Economics

Those students wishing to pursue a career in language with a focus on international economics or business should combine their study of a particular country and language with a background in economics. In addition, students are encouraged to study abroad and to complete an internship either abroad or with a company engaged in international trade. For Economics or Business courses that complement a German minor, see the course of study described under International Business and Economics in the "Economics" and "Business" sections of this *Bulletin*.

German Minor

The German minor is a program in the **Languages, Literature, and Culture** Area of Study.

German Minor Learning Outcomes

Students who have successfully completed a German minor can:

1. demonstrate understanding of details in informational or fictional texts and conversations relating to the past, present and future;
2. interpret cultural artifacts such as literary texts, images, or films.
3. make use of grammatical structures needed to participate in sophisticated conversations
4. discuss a wide range of political, cultural, and personal topics related to German-speaking countries

The German minor consists of 20 credits in German, including at least eight credits at the 300-level. At graduation, German minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated.

Global Health Studies

Professors Waggett (Chair), Dawson, Farrelly-Jackson, A. Finaret, Humphreys, Peterson, Pinnow, Shaw, Silva

Global Health Studies promotes a rich understanding of local and global health issues from multiple perspectives. It emphasizes the link between health, culture, ethics, and economic and social development. Students studying global health are able to explore a range of topics, including the determinants of health, community health, epidemiology, nutrition, health policy, environmental health, sustainable development, and transnational health challenges.

Global health students successfully continue on to a variety of career pathways working towards improving population health and health equity. Graduates are employed at non-profit organizations as well as state, federal, and international agencies. They also continue their education in medicine, public health, policy, communication, planning, and law.

Global Health Studies Major

The Global Health Studies major is a program in the **Interdisciplinary Studies** Area of Study. Global Health Studies Majors majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study.

Global Health Studies Major Learning Outcomes

Students who successfully complete a major in Global Health Studies are expected to be able to:

- Define the topics, approaches, policies, communities, and perspectives that shape the field of global health;
- Use a variety of frameworks, methods, and approaches to define and engage with issues that intersect with health;
- Articulate an understanding of the biological, social, environmental, structural, and/or cultural determinants of health and why these matter to practices and policies of global health;

- Identify the roles of power, privilege, and ethics in shaping health; and
- Listen actively and communicate effectively with multiple audiences.

The Global Health Studies major consisting of 54 credits, leads to the Bachelor of Arts. At graduation, Global Health Studies majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades for all required courses for completion of the major. Only the most recent grade is considered for courses that have been repeated. All courses submitted for the major, except for GHS 600 (mandatory CR/NC) or transfer credits, must be taken on a letter-grade basis. Transfer credits may count toward the major with approval from the department chair. None of these may be substituted for the core Global Health Studies courses or for the junior seminar.

Students are strongly encouraged to participate in EL seminars, semester away programs, and related research or internship opportunities. Where appropriate, the Global Health Studies Steering Committee will consider credits gained through such activities as a substitute for a course or courses listed below. Students who are considering such learning opportunities must consult ahead of time with their advisor and the Steering Committee members. All substitutions of alternative courses for required courses must be approved by the Global Health Studies program chair, and students are strongly encouraged to discuss any potential course substitutions with the chair prior to enrolling in the course.

Requirements:

Core Courses:

In Global Health Studies. Take **all** of the following:

- GHS 110 - Introduction to Global Health *Credits:* 4
- GHS 210 - Investigative Approaches in Global Health *Credits:* 4

Take Two of the Following Three Courses:

- GHS 321 - Epidemiology *Credits:* 4
- GHS 350 - Cultures and Health: Critical and Theoretical Approaches *Credits:* 4
- GHS 352 - Ethnographic Methods in Health Research *Credits:* 4

Fundamental Science Courses:

Take one of the Following Fundamental Science Courses:

- BIO 220 - Organismal Physiology and Ecology *Credits:* 4
- BIO 221 - Genetics, Development and Evolution *Credits:* 4
- ENVSC 110 - Introduction to Environmental Science *Credits:* 4
- GHS 223 - People & Poisons: Foundations of Public Health Toxicology *Credits:* 4
- GHS 228 - Global Health Data and Visualization *Credits:* 4

Dimensions of Global Health Courses:

In addition to the Core Courses and Fundamental Science Course, GHS majors must take a set of courses from each of four primary dimensions of global health: Science and the Environment; Ethics and Social Responsibility; Power and Economics; and Cultures and Society. The GHS program has identified electives from within Global Health Studies and from across the curriculum that can fulfill each dimension.

Science and the Environment:

Take **one** of the following courses:

- BIO 310 - Microbiology *Credits:* 4
- BIO 350 - Immunology *Credits:* 4
- ENVSC 305 - Environmental GIS I *Credits:* 4
- ENVSC 385 - Introduction to Sustainable Energy *Credits:* 4
- GHS 324 - Environmental Health *Credits:* 4
- GHS 425 - Global Health Transitions *Credits:* 4
- PSYCH 172 - Health Psychology *Credits:* 4
- PSYCH 360 - Health and Psychophysiology *Credits:* 4 (Please note that PSYCH has a required co-requisite of PSYCH 365 Health and Psychophysiology Lab, 2 cr, which does not count toward the GHS major or minor).

Ethics and Social Responsibility:

Take **one** of the following courses:

- COMJ 160 - Foundations of Community & Justice Studies *Credits:* 4
- COMM 256 - Power, Politics, and Communication *Credits:* 4
- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4
- GHS 235 - Global Health Ethics *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4
- PHIL 310 - Global Justice *Credits:* 4
- PHIL 385 - Medical Ethics *Credits:* 4
- POLSC 140 - Introduction to Political Theory *Credits:* 4
- POLSC 248 - Human Rights *Credits:* 4
- POLSC 280 - The Tragedy of Citizenship *Credits:* 4
- POLSC 348 - Participatory Democracy and Community Organizing *Credits:* 4
- WGSS 310 - Gendered Violence *Credits:* 4

Power and Economics:

Take **one** of the following courses:

- ECON 231 - Environmental Economics and Policy *Credits:* 4
- ECON 238 - Poverty, Inequality, and Efficiency *Credits:* 4
- ECON 256 - Economic Development *Credits:* 4

- ENVSC 352 - Environmental Justice *Credits:* 4
- GHS 345 - Economics of Food and Agriculture *Credits:* 4
- GHS 440 - Global Health and Nutrition *Credits:* 4
- POLSC 120 - Comparative Government and Politics *Credits:* 4
- POLSC 130 - World Politics *Credits:* 4
- POLSC 242 - Immigration and Citizenship *Credits:* 4
- WGSS 340 - Sex and Health *Credits:* 4
- WGSS 400 - Transnational Feminisms *Credits:* 4
- WGSS 410 - Critical Perspectives in Global Women's Health *Credits:* 4

Cultures and Societies:

Take **one** of the following courses:

- COMM 331 - Disease, Disability, and Difference in Popular Culture *Credits:* 4

- EXL 230 - Community Health Care: From Theory to Practice *Credits:* 2 **AND**
- EXL 530 - Internship in Community Health *Credits:* 2 *****

- GHS 254 - Anthropology of Food *Credits:* 4
- GHS 354 - Medical Anthropology and Perspectives of Health in Asia-Pacific *Credits:* 4
- HIST 277 - An American History of the Body *Credits:* 4
- HIST 380 - Disease and Medicine in Modern History *Credits:* 4
- INTST 110 - Introduction to International Studies *Credits:* 4
- PHIL 205 - Literature, Film and Medicine: Ethical Perspectives *Credits:* 4
- WGSS 100 - Introduction to Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 211 - Queer Lives *Credits:* 4
- WGSS 275 - Bodies in American Culture *Credits:* 4

***** Students may count EXL 530 (2cr) from two separate semesters to meet 4 credits of advanced level coursework in the four dimensions. Students who only complete EXL 230 (2cr) should consult their GHS advisor to ensure that they meet the minimum credit requirements for the GHS major.

Advanced coursework requirement:

- At least eight credits of work taken to satisfy the "Dimensions of Global Health" requirements above must be at the 300 or 400 level.

Elective:

- Students also must take an additional four credits from the "Dimensions of Global Health" categories above: "Science and the Environment ," "Ethics and Social Responsibility," "Power and Economics," "Cultures and Societies."

Modern Language:

- Students must successfully complete at least one modern language course numbered 120 or above.

Junior Seminar:

- GHS 575 - Global Health Challenges *Credits:* 4

Senior Project:

Take **both** of the following:

- GHS 600 - Senior Project I *Credits:* 2
- GHS 610 - Senior Project II *Credits:* 4

Experiential Component

Students are strongly encouraged to participate in Global Learning seminars, semester away programs, mentored research, and internship opportunities. Where appropriate, the Global Health Studies Steering Committee will consider credits gained through such activities as a substitute for a course or courses listed below. Students who are considering such learning opportunities must consult ahead of time with their advisor and the Steering Committee members. All substitutions of alternative courses for required courses must be approved by the Global Health Studies program chair, and students are strongly encouraged to discuss any potential course substitutions with the chair prior to enrolling in the course.

* Students may count EXL 530 (2cr) from two separate semesters to meet 4 credits of advanced level coursework in the four dimensions. Students who only complete EXL 230 (2cr) should consult their GHS advisor to ensure that they meet the minimum credit requirements for the GHS major.

Global Health Studies Minor

The Global Health Studies minor is a program in the **Interdisciplinary Studies** Area of Study. Global Health Studies minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

Global Health Studies Minor Learning Outcomes

Students who successfully complete a minor in Global Health Studies are expected to be able to:

- Define the topics, approaches, policies, communities, and perspectives that shape the field of global health;
- Use a variety of frameworks, methods, and approaches to define and engage with issues that intersect with health;
- Articulate an understanding of the biological, social, environmental, structural, and/or cultural determinants of health and why these matter to practices and policies of global health;
- Identify the roles of power, privilege, and ethics in shaping health; and
- Listen actively and communicate effectively with multiple audiences.

The Global Health Studies minor consists of 24 credits. At graduation, Global Health minors must have a GPA of at least 2.0 in the minor. All courses presented for the minor must be taken for a letter grade. Normally no more than 12 transfer credits are accepted toward the minor; exceptions must be approved by the department chair.

Requirements:

- GHS 110 - Introduction to Global Health *Credits:* 4

Take one course from each of the four "Dimensions of Global Health"

At least eight of these credits need to be at the 300-level or above. Students should consult with the GHS program chair about applying GHS core courses toward the minor.

Science and the Environment

Take **one** of the following courses:

- BIO 310 - Microbiology *Credits:* 4
- BIO 350 - Immunology *Credits:* 4
- ENVSC 305 - Environmental GIS I *Credits:* 4
- ENVSC 385 - Introduction to Sustainable Energy *Credits:* 4
- GHS 324 - Environmental Health *Credits:* 4
- GHS 425 - Global Health Transitions *Credits:* 4
- PSYCH 172 - Health Psychology *Credits:* 4
- PSYCH 360 - Health and Psychophysiology *Credits:* 4 (Please note that PSYCH 360 has a required co-requisite of PSYCH 365, Health and Psychophysiology Lab, 2 cr. which does not count toward the GHS major or minor)

Ethics and Social Responsibility:

Take **one** of the following courses:

- COMJ 160 - Foundations of Community & Justice Studies *Credits:* 4
- COMM 256 - Power, Politics, and Communication *Credits:* 4
- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4
- GHS 235 - Global Health Ethics *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4
- PHIL 310 - Global Justice *Credits:* 4
- PHIL 385 - Medical Ethics *Credits:* 4
- POLSC 140 - Introduction to Political Theory *Credits:* 4
- POLSC 248 - Human Rights *Credits:* 4
- POLSC 280 - The Tragedy of Citizenship *Credits:* 4
- POLSC 348 - Participatory Democracy and Community Organizing *Credits:* 4
- WGSS 310 - Gendered Violence *Credits:* 4

Power and Economics:

Take **one** of the following courses:

- ECON 231 - Environmental Economics and Policy *Credits:* 4
- ECON 238 - Poverty, Inequality, and Efficiency *Credits:* 4
- ECON 256 - Economic Development *Credits:* 4
- ENVSC 352 - Environmental Justice *Credits:* 4
- GHS 345 - Economics of Food and Agriculture *Credits:* 4
- GHS 440 - Global Health and Nutrition *Credits:* 4
- POLSC 120 - Comparative Government and Politics *Credits:* 4
- POLSC 130 - World Politics *Credits:* 4
- POLSC 242 - Immigration and Citizenship *Credits:* 4
- WGSS 340 - Sex and Health *Credits:* 4
- WGSS 400 - Transnational Feminisms *Credits:* 4
- WGSS 410 - Critical Perspectives in Global Women's Health *Credits:* 4

Cultures and Societies:

Take **one** of the following courses:

- COMM 331 - Disease, Disability, and Difference in Popular Culture *Credits:* 4

- EXL 230 - Community Health Care: From Theory to Practice *Credits:* 2 **AND**
- EXL 530 - Internship in Community Health *Credits:* 2 *****

- GHS 254 - Anthropology of Food *Credits:* 4
- GHS 354 - Medical Anthropology and Perspectives of Health in Asia-Pacific *Credits:* 4
- HIST 277 - An American History of the Body *Credits:* 4
- HIST 380 - Disease and Medicine in Modern History *Credits:* 4
- INTST 110 - Introduction to International Studies *Credits:* 4
- PHIL 205 - Literature, Film and Medicine: Ethical Perspectives *Credits:* 4
- WGSS 100 - Introduction to Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 211 - Queer Lives *Credits:* 4
- WGSS 275 - Bodies in American Culture *Credits:* 4

***** Students may count EXL 530 (2cr) from two separate semesters to meet 4 credits of advanced level coursework in the four dimensions. Students who only complete EXL 230 (2cr) should consult their GHS advisor to ensure that they meet the minimum credit requirements for the GHS major.

Take a capstone course.

A capstone course is defined as any course, GHS 420-475. These courses evaluate a global health topic and synthesize it from the perspectives of each of the four dimensions. The GHS program will offer at least one designated capstone course each semester.

Healthcare Management

Faculty: Farrelly-Jackson (Program Director), Dawson, A. Finaret, Nonnenmacher, Sun, Waggett

Healthcare Management is the study of the healthcare industry, which includes service providers, insurers, manufacturers, non-profit institutions, and government actors. It emphasizes an understanding of the US healthcare system, including the organization and delivery of preventive health and healthcare services. Drawing from various disciplines, including biology, business, economics, global health studies, philosophy, and psychology, students develop their understanding of theories, tools, and research methods needed to research and address the complex and evolving challenges within the healthcare sector.

Healthcare Management Major

The Healthcare Management major is a program in the **Interdisciplinary Studies** Area of Study.

Important Note: A double major in HCM and Business/Economics, or a minor in Economics, does not satisfy the major/minor requirement in terms of areas of study.

Healthcare Management Learning Outcomes

Students who successfully complete a Healthcare Management major will:

- Define the topics, approaches, principles, and perspectives that shape the field of healthcare management and characterize the responsibilities of managers.
- Communicate clearly and persuasively about topics used in the study of health and healthcare management.
- Analyze qualitative and quantitative data used to describe, interpret, and predict the behavior and performance of actors, organizations, and markets that intersect with the field of healthcare management.
- Assess complex healthcare problems using models and reasoning from multiple disciplines.

The Healthcare Management major, consisting of 52 credits, leads to the Bachelor of Science degree. At graduation, Healthcare Management majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades in all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. Only a maximum of 2 courses may be taken on a Credit/No Credit basis. A maximum of 12 transfer credits may be counted toward the major requirements; exceptions must be approved by the Chair. Students are encouraged to discuss additional career-related coursework with their advisors and to use campus resources to locate internships and other experiential learning opportunities. Healthcare Management is an Interdisciplinary Studies major.

Requirements:

Management Courses:

Take all of the following courses:

- ECON 100 - Introduction to Microeconomics *Credits:* 4
- ECON 235 - Health Economics *Credits:* 4
- ECON 240 - Introduction to Business and Management *Credits:* 4
- ECON 286 - Fundamentals of Managerial Accounting *Credits:* 4
- ECON 440 - Applied Business Analysis *Credits:* 4
- HCM 140 - Introduction to Healthcare Systems *Credits:* 4
- HCM 435 - Health Management *Credits:* 4

Global Health Studies Course:

Take one of the following courses:

- GHS 321 - Epidemiology *Credits:* 4
- GHS 324 - Environmental Health *Credits:* 4
- GHS 345 - Economics of Food and Agriculture *Credits:* 4

Ethics Course:

Take one of the following courses:

- GHS 235 - Global Health Ethics *Credits:* 4
- PHIL 205 - Literature, Film and Medicine: Ethical Perspectives *Credits:* 4
- PHIL 285 - Business and Management Ethics *Credits:* 4
- PHIL 385 - Medical Ethics *Credits:* 4

Statistics Course:

Take one of the following courses:

- BIO 385 - Biostatistics *Credits:* 4 *****
- ECON 202 - Economic Statistics *Credits:* 4

Fundamentals of Health Course:

Take one of the following courses:

- BIO 175 - Medical Terminology *Credits:* 4
- BIO 210 - Human Anatomy and Physiology I *Credits:* r
- PSYCH 162 - Human Social Behavior *Credits:* 4
- PSYCH 170 - Adult Psychopathology *Credits:* 4
- PSYCH 172 - Health Psychology *Credits:* 4

Junior Seminar:

Take one of the following courses:

- ECON 579 - Topics in the Labor Relations and Economics *Credits:* 4

- ECON 584 - Topics in Industrial Organization *Credits:* 4
- ECON 588 - Topics in Business Management *Credits:* 4
- GHS 575 - Global Health Challenges *Credits:* 4
- HCM 580 - Topics in Healthcare Management *Credits:* 4

Senior Project:

Take the following course:

- HCM 620 - Senior Project *Credits:* 4

History

Professors Haywood (Chair), Herrman, Keysor, B. Miller, Pinnow, Ribeiro, Wu

The study of history helps us to understand the differences and similarities between our own lives, thought, and habits and those of a variety of past and present cultures. It allows us to understand other people better through seeing them in their own contexts, and to understand ourselves through serious self-reflection. We treat history as an interpretive endeavor, investigating from various points of view the ways in which individuals and social groups have sought to order and understand their world across time. As a department, we strive to provide wisdom in particular historical fields, and to assist our students in the development of conceptual skills, critical analysis, research competence, writing fluency, and sophistication in the uses and abuses of knowledge.

History Learning Outcomes

The guiding principle behind these learning goals is to create a clear path of student development in keeping with the goals and philosophies outlined in the History Department's mission statement:

- Lower level courses (100 and 200s) seek to introduce students to the interpretative facets of history while providing them with a general level of knowledge about particular topics or national histories.
- Upper-level courses (300s) seek to deepen the awareness of contingency, both culturally and temporally, with greater emphasis on the contested nature of history's meaning.
- The 500-level Junior Seminars are meant to prepare our majors for their Senior Projects by fostering more independent inquiry both in and outside the classroom. They also provide our many minors with a capstone experience that reinforces the distinctive practices and outlooks of historians.

Taken as a whole, we believe that these learning goals reinforce the complex relationship between past and present, promote greater awareness of difference, and develop the skills—research, writing, and analysis—that are essential parts of the historian's craft.

History Major

The History major is a program in the **Values and Societies** Area of Study.

History Major Learning Outcomes

A student who successfully completes a major in History will be able to:

- Acquire knowledge of particular historical contexts;
- Analyze historical sources;
- Understand how historians interpret the past;
- Develop an historian's skills, including reading, writing, speaking, and critical inquiry;
- Be able to execute guided and independent research projects, up to and including the Senior Comprehensive Project in History.

The History major, consisting of 46 credits, leads to the Bachelor of Arts degree. At graduation, History majors must have a GPA of at least 2.0 in the major. The calculation is based on all courses included in the Degree Audit. Only the most recent grade is considered for courses that have been repeated. All courses presented for the major are normally taken on a letter-grade basis except for courses transferred in by incoming students and courses completed in study away programs. For purposes of graduation, if a student completes more than the minimum number of courses required, the higher grade(s) will be counted in the calculation of the major grade point average, provided that the departmental distribution requirements are met.

A maximum of two transferred courses (eight credit hours) taken at institutions of higher learning or at secondary institutions through the Advanced Placement or Internatiuonal Baccalaureate programs may normally be counted toward the major. Exceptions must be approved by the Program Coordinator. As the History Department strongly encourages its students to participate in study abroad and other study away programs, it will apply a maximum degree of flexibility to insure that students receive necessary credits for their participation in such programs.

One Course (4 Credit Hours) in European History:

To be chosen from:

- HIST 101 - The Greek World, 1184-323 BCE *Credits:* 4
- HIST 103 - The Roman World, 753 BCE-180 CE *Credits:* 4
- HIST 109 - Europe in the Age of Modernization and Revolution, 1648-1914 *Credits:* 4
- HIST 110 - Europe in the Age of Dictatorship and Democracy, 1914-Present *Credits:* 4
- HIST 153 - History of Imperial Russia, 1682-1917 *Credits:* 4
- HIST 155 - The Soviet Century, 1917-Present *Credits:* 4
- HIST 220 - Law and Democracy in Ancient Greece *Credits:* 4
- HIST 310 - Europe at the Turn of the Century, 1880-1917 *Credits:* 4
- HIST 312 - State and Society Under Communism and Fascism *Credits:* 4
- HIST 313 - The Third Reich and the Holocaust *Credits:* 4

- HIST 320 - Writing Ancient History *Credits:* 4
- HIST 321 - Orality and Literacy in Ancient Greece *Credits:* 4
- HIST 380 - Disease and Medicine in Modern History *Credits:* 4

One Course (4 Credit Hours) in American History:

To be chosen from:

- HIST 162 - History of the United States to 1865 *Credits:* 4
- HIST 163 - History of the United States, 1865-Present *Credits:* 4

- BLKST 255 - African-American History to 1865 *Credits:* 4 **OR**
- HIST 255 - African-American History to 1865 *Credits:* 4

- BLKST 257 - African-American History since 1865 *Credits:* 4 **OR**
- HIST 257 - African-American History since 1865 *Credits:* 4

- HIST 261 - A Survey of American Women's History *Credits:* 4
- HIST 269 - The Sixties in America *Credits:* 4
- HIST 270 - Reagan's America *Credits:* 4
- HIST 273 - Piracy in the Americas, 1500-1830 *Credits:* 4
- HIST 324 - Life in Colonial America *Credits:* 4
- HIST 326 - The American Revolutionary Era *Credits:* 4
- HIST 339 - Problems in the History of American Women *Credits:* 4
- HIST 341 - American Environmental History *Credits:* 4
- HIST 345 - Skyscrapers, Slums, and Sprawl *Credits:* 4
- HIST 347 - Tax and Spend *Credits:* 4

Two Courses (8 Credit Hours) in non-Western History:

To be chosen from:

- HIST 113 - The History of Modern East Asia, 1800-Present *Credits:* 4
- HIST 116 - Colonial Latin America *Credits:* 4
- HIST 117 - Modern Latin American History *Credits:* 4
- HIST 123 - A History of the Ottoman Empire, 1300-1918 *Credits:* 4
- HIST 124 - A History of the Modern Middle East, 1839-present *Credits:* 4
- HIST 165 - Pre-Modern China: Religion, Philosophy, and Society *Credits:* 4
- HIST 167 - Modern China, 1800-2000 *Credits:* 4
- HIST 272 - Socialism and Post-Socialism in People's Republic of China *Credits:* 4
- HIST 350 - Mao's Cultural Revolution *Credits:* 4
- HIST 353 - Women and Revolution in China *Credits:* 4
- HIST 355 - Modern Chinese Warfare *Credits:* 4
- HIST 358 - Migrants & Refugees in the 20th Century *Credits:* 4
- HIST 360 - Middle East Nationalisms *Credits:* 4

- HIST 365 - Conquest! Latin America 1492-1600 *Credits:* 4
- HIST 366 - Dictators and Development in Latin America *Credits:* 4

Communication in a Discipline: History

- FSHIS 201 - Communication in a Discipline: History *Credits:* 4

Note:
The FSHIS 201 course does **not** satisfy the European History, American History, or non-Western History requirement listed above.

Junior Seminar (4 Credit Hours):

To be chosen from:

- HIST 550 - Writing Ancient History *Credits:* 4
- HIST 551 - Orality and Literacy in Ancient Greece *Credits:* 4
- HIST 558 - Revolutionary Russia, 1900-1921 *Credits:* 4
- HIST 560 - Witchcraft in Colonial America *Credits:* 4
- HIST 563 - The Atlantic World *Credits:* 4
- HIST 571 - The Civil Rights Movement *Credits:* 4
- HIST 572 - Police and the People *Credits:* 4
- HIST 573 - Mao's Cultural Revolution *Credits:* 4
- HIST 577 - Inventing Mexico: Nationalism and National Identity in a Global Context *Credits:* 4
- HIST 587 - Crossing Borders: Transnational History in the Modern World *Credits:* 4

Senior Project (6 Credit Hours):

Which consists of:

- HIST 600 - Senior Project I *Credits:* 2
- HIST 610 - Senior Project II *Credits:* 4

A minimum of at least four courses numbered 300 or above:

- A minimum of at least four courses (16 credit hours) that, excluding Junior Seminars and Senior Projects, are numbered 300 or above.

Note:
Unclassified electives (not counting toward the requirement in European, American or non-Western history) include: HIST 506.

With the approval of the department, HIST 590 (Independent Study) may be counted toward the European, American or non-Western requirement, depending on the subject studied. HIST 590 may also be counted as one of the courses meeting the 300 or above requirement, depending on the level of difficulty and the approach taken.

Students must enroll in HIST 600 and HIST 610 in consecutive terms. Students may enroll in HIST 600 during the spring semester of their junior year and HIST 610 in the fall semester of their senior year, or they may enroll in HIST 600 during the fall semester and HIST 610 during the spring semester of their senior year. Students must pass HIST 600 before enrolling in HIST 610.

The History Department strongly encourages proficiency in a foreign language and enrollment in courses in the Department of Modern and Classical Languages. Language study is particularly valuable for students who are considering graduate studies in History.

History Minor

The History minor is a program in the **Values and Societies** Area of Study.

The History minor consists of 24 credits. At graduation, History minors must have a GPA of at least 2.0 in the minor. The calculation is based on all courses included in the Degree Audit. Only the most recent grade is considered for courses that have been repeated. All courses presented for the minor are normally taken on a letter-grade basis except for courses transferred in by incoming students and courses completed in study away programs. For purposes of graduation, if a student completes more than the minimum number of courses required, the higher grade(s) will be counted in the calculation of the minor grade point average, provided that the departmental distribution requirements are met.

Courses taken at secondary institutions, including Advanced Placement and International Bacallaureate courses, are not normally counted toward the minor. Exceptions must be approved by the Program coordinator.

A minor in History consists of at least 24 semester credit hours and includes one course each in European, American, and non-Western History (a total of 12 credit hours; see Major Requirements for course listings in each area); two courses (8 credit hours) at or above the 300-level; and a Junior Seminar.

AP and IB courses may not be counted towards the major's Europena, American, and non-Western requirements.

Industrial Design

Faculty: Thomas (Chair), Brand, Burleigh, Luman, Rich

Industrial Design refers to a process whereby objects are designed and fabricated through a liberal arts lens that integrates an understanding of design and history, sustainable fabrication, and cultural context. Industrial Design emphasizes the need for well-considered objects that represent the current and near-future cultural moment. The Industrial Design program prepares students to design objects that reflect the conditions of contemporary cultural life, while critically exploring speculative design futures in response to emerging cultural conditions. ID cannot be combined with majors or minors in Studio Art or Art, Science & Innovation.

Industrial Design Major

The Industrial Design major is a program in the **Visual and Performing Arts** Area of Study.

Industrial Design Major Learning Outcomes

Students who graduate with an Industrial Design MAJOR will be able to:

- Identify the cultural influences that play a factor in how designed objects affect the individuals and cultures they exist within.
- Engage with design tools and art history from a humanistic and aesthetic point of view.
- Communicate the ethical, political, and cultural implications of art and design developments in diverse contexts.
- Produce innovative design solutions rooted in art history and context.

The Industrial Design major, consisting of 48 credits, leads to the Bachelor of Arts degree.At graduation, Industrial Design majors must have a GPA of at least 2.0 in the major. The calculation is based on all courses taken at Allegheny on a letter-grade basis of all required courses for completion of the major. Only the most recent grade is considered for courses that have been repeated. All courses for the major must be taken on a letter-grade basis. Under exceptional circumstances, one additional course taken Credit/No Credit may be presented for the major with permission of the chair of the department. Typically this exception is made when a student has taken a course CR/NC before declaring a major in the department. A minimum of 8 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

The major is comprised of a 12-credit foundations core, an 8-credit intermediate core, a 20-credit track-specific core in Speculative Design, Interaction Design OR Sustainable Design, a 4-credit experience (Jr. Seminar), a one-year, 2-credits per semester Senior Project.

Foundational Core:

Take all three courses (12 cr.)

- ART 142 - Industrial Design Principles *Credits:* 4
- ART 151 - Drawing I *Credits:* 4

- ART 162 - Sculpture I *Credits:* 4 **OR**
- ART 165 - Ceramics I *Credits:* 4

Intermediate Core:

Take both courses (8 cr.)

- ART 242 - Materials & Fabrication *Credits:* 4
- ART 243 - Industrial Design Forms *Credits:* 4

Track-Specific Core:

Choose one track and take all courses listed for that track (20 cr.)

Speculative Design Track (SPxD)

- ART 115 - Art History and the Birth of the Museum *Credits:* 4 **OR**
- COMM 125 - Media and Culture *Credits:* 4

- ART 187 - Electronic & Intermedia Art *Credits:* 4

- ART 250 - Contemporary Strategies in Art *Credits:* 4 **OR**
- HIST 170 - Introduction to Public History *Credits:* 4

- ART 262 - Sculpture II *Credits:* 4 **OR**
- ART 265 - Ceramics II *Credits:* 4 **OR**
- ART 287 - Art at the Intersection of Science and Culture *Credits:* 4

- ART 342 - Design Form *Credits:* 4 **OR**
- ART 388 - Current Topics in Art/Science *Credits:* 4

Interaction Design Track ((dX)

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 101 - Data Structures *Credits:* 4
- CMPSC 102 - Discrete Structures *Credits:* 4
- CMPSC 203 - Software Engineering *Credits:* 4

- CMPSC 303 - Artificial Intelligence *Credits:* 4 **OR**
- CMPSC 304 - Robotic Agents *Credits:* 4 **OR**
- CMPSC 406 - Internet of Things *Credits:* 4

Sustainable Design Track (SdX)

- ENVSC 110 - Introduction to Environmental Science *Credits:* 4
- ENVSC 210 - Environmental Research Methods *Credits:* 4
- ENVSC 285 - Quantitative Sustainability *Credits:* 4

- ENVSC 352 - Environmental Justice *Credits:* 4 **OR**
- ENVSC 427 - Culture, Power, Environment *Credits:* 4

- ENVSC 380 - Climate and Energy Policy *Credits:* 4

Junior Seminar (4 cr):

- ART 580 - Junior Seminar *Credits:* 4

Senior Project:

Take both courses (4 cr)

- ID 600 - Senior Project I *Credits:* 2
- ID 610 - Senior Project II *Credits:* 2

Note:
In addition, several of the EXL 100 sections are appropriate courses to augment the experience of ID majors. We encourage any student interested in majoring in ID to consult with program faculty about EXL 100 courses that would benefit them*

*EXL COURSES WOULD NOT COUNT TOWARD MAJOR/MINOR REQUIREMENTS

Informatics

Professors Jumadinova (Chair), Bonham-Carter, Graber, Green, Kapfhammer, Luman

Informatics focuses on critical approaches to information and technology, with an emphasis on interdisciplinary methods. Students develop ethical and technical frameworks and apply them to a wide-ranging set of culturally-relevant problems in order to enrich the public understanding of the relationship between information and culture.

Informatics Learning Outcomes

- Demonstrates and articulates the distinct concerns of informatics-informed approaches to understanding information as cultural material.
- Produce and present disciplinary findings in digital, artistic, oral, and/or written format.
- Develop competency in the theories, methods, and practices of domains on which to apply informatics techniques.
- Able to design scholarly projects and clearly and persuasively articulate their outcomes.

Informatics Major

The Informatics major is a program in the **Interdisciplinary** Studies Area of Study. Informatics majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study. However, students who major in Informatics may not double major or minor in Computer Science, Data Science, or Software Engineering.

Informatics Major Learning Outcomes

- Demonstrates and articulates the distinct concerns of informatics-informed approaches to understanding information as cultural material.
- Produce and present disciplinary findings in digital, artistic, oral, and/or written format.

- Develop competency in the theories, methods, and practices of domains on which to apply informatics techniques.
- Able to design scholarly projects and clearly and persuasively articulate their outcomes.

The Informatics major, consisting of 48 credits, leads to the Bachelor of Arts or Bachelor of Science degree (students may elect to receive either degree). At graduation, Informatics majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. At most one of the foundation courses (CMPSC 100, CMPSC 101, or CMPSC 105) may be presented on the Credit/No Credit grade basis. A maximum of 16 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Program Requirements:

Foundation

Take all of the following three courses (12 credits):

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 101 - Data Structures *Credits:* 4 *****
- CMPSC 105 - Data Exploration *Credits:* 4

Core

Take a total of **four** courses (16 credits), including two courses from the "Methods" category.

- CMPSC 350 - Computational Narrative *Credits:* 4 *****
- COMM 342 - Digital Media and Technology *Credits:* 4 *****

Methods

Take two of the following courses (8 credits):

- ART 187 - Electronic & Intermedia Art *Credits:* 4
- ART 287 - Art at the Intersection of Science and Culture *Credits:* 4 *****
- CMPSC 302 - Web Design *Credits:* 4 *****
- COMM 376 - Ethnographic Methods in Media and Cultural Studies *Credits:* 4 *****
- FILM 171 - Filmmaking 1 *Credits:* 4
- FILM 300 - Filmmaking 2 *Credits:* 4 *****
- FILM 375 - Documentary Tradition *Credits:* 4 *****

Applications Modules

Choose a minimum of two courses (8 credits) from a minimum of one application module. Students should consult with an advisor to design their application module coursework in relation to their interests, questions, and goals, as well as their overall program of study.

Humanities Informatics

Practices which build and maintain technical platforms to answer questions traditionally thought of as the domain of the Humanities, particularly those in (but not limited to) History, English, and Art.

Take at least two of the following (at least one course must be at the 200-level or above):

- ENGL 360 - Language, Theory, and Practice *Credits:* 4 *****
- HIST 170 - Introduction to Public History *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4
- RELST 180 - Religion in American Life *Credits:* 4
- RELST 200 - Christian Ethics *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4

Geoinformatics

Study and development of technologies that use information to address issues in geology, geography, cartography, and other related sciences.

Take at least two of the following (at least one course must be at the 200-level or above):

- CMPSC 304 - Robotic Agents *Credits:* 4 *****
- CMPSC 305 - Database Systems *Credits:* 4 *****
- CMPSC 406 - Internet of Things *Credits:* 4 *****
- ENVSC 285 - Quantitative Sustainability *Credits:* 4 *****
- ENVSC 305 - Environmental GIS I *Credits:* 4 *****
- ENVSC 306 - Environmental GIS II *Credits:* 4 *****
- GEO 110 - Physical Geology *Credits:* 4

Polinformatics

Practices focused on building and maintaining information and information systems which pertain to questions characterized as social science, in particular those concerned with (but not limited to) governance and political participation.

Take at least two of the following (at least one course must be at the 200-level or above):

- COMM 256 - Power, Politics, and Communication *Credits:* 4
- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4 *****
- PHIL 210 - Oppression and Liberation *Credits:* 4
- POLSC 120 - Comparative Government and Politics *Credits:* 4
- POLSC 215 - Politics in Popular Culture *Credits:* 4
- POLSC 318 - Politics and the Media *Credits:* 4
- POLSC 321 - Urban Government and Politics *Credits:* 4
- POLSC 424 - Inequality and Social Policy *Credits:* 4

Health Informatics

Practices which build, maintain, and conceptualize the role of information and information systems in clinical, professional, and academic contexts with particular emphasis on health data (for example, electronic health records (EHR)).

Take at least two of the following (at least one course must be at the 200-level or above):

- CMPSC 300 - Bioinformatics *Credits:* 4 *****
- COMM 331 - Disease, Disability, and Difference in Popular Culture *Credits:* 4 *****
- GHS 228 - Global Health Data and Visualization *Credits:* 4
- GHS 235 - Global Health Ethics *Credits:* 4 *****
- GHS 321 - Epidemiology *Credits:* 4 *****
- GHS 354 - Medical Anthropology and Perspectives of Health in Asia-Pacific *Credits:* 4
- HIST 380 - Disease and Medicine in Modern History *Credits:* 4 *****
- PHIL 385 - Medical Ethics *Credits:* 4

Project

- CMPSC 580 - Junior Seminar *Credits:* 4 **^**
- INFM 600 - Senior Project I *Credits:* 4 *****
- INFM 610 - Senior Project II *Credits:* 4 *****

Note: With advisor approval, students may substitute a Junior Seminar in another department for CMPSC 580.

Informatics Minor

The Informatics minor is a program in the **Interdisciplinary Studies** Area of Study. Informatics minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study. However, students who minor in Informatics may not major in Computer Science, Data Science, or Software Engineering.

The Informatics minor consists of 24 credits. At graduation, Informatics minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. At most one of the Foundation courses (CMPSC 100 or CMPSC 101) may be presented on the Credit/No Credit grade basis. A maximum of 8 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

Foundation

Take all two of the following courses (8 credits):

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 101 - Data Structures *Credits:* 4 *****

Core

Take all of the following courses (8 credits)

- CMPSC 350 - Computational Narrative *Credits:* 4 *****
- COMM 342 - Digital Media and Technology *Credits:* 4 *****

Application Module:

Take two courses from one application module (8 credits)

Humanities Informatics

Practices which build and maintain technical platforms to answer questions traditionally thought of as the domain of the Humanities, particularly those in (but not limited to) History, English, and Art.

- ENGL 360 - Language, Theory, and Practice *Credits:* 4 *****
- HIST 170 - Introduction to Public History *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4
- RELST 180 - Religion in American Life *Credits:* 4
- RELST 200 - Christian Ethics *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4

Geoinformatics

Study and development of technologies that use information to address issues in geology, geography, cartography, and other related sciences. At least one course must be taken outside of CMPSC.

- CMPSC 304 - Robotic Agents *Credits:* 4 *****
- CMPSC 305 - Database Systems *Credits:* 4 *****
- CMPSC 406 - Internet of Things *Credits:* 4 *****
- ENVSC 285 - Quantitative Sustainability *Credits:* 4 *****
- ENVSC 305 - Environmental GIS I *Credits:* 4 *****
- ENVSC 306 - Environmental GIS II *Credits:* 4 *****
- GEO 110 - Physical Geology *Credits:* 4

Polinformatics

Practices focused on building and maintaining information and information systems which pertain to questions characterized as social science, in particular those concerned with (but not limited to) governance and political participation.

- COMM 256 - Power, Politics, and Communication *Credits:* 4
- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4 *****
- PHIL 210 - Oppression and Liberation *Credits:* 4
- POLSC 120 - Comparative Government and Politics *Credits:* 4

- POLSC 215 - Politics in Popular Culture *Credits:* 4
- POLSC 318 - Politics and the Media *Credits:* 4
- POLSC 321 - Urban Government and Politics *Credits:* 4
- POLSC 424 - Inequality and Social Policy *Credits:* 4

Health Informatics

Practices which build, maintain, and conceptualize the role of information and information systems in clinical, professional, and academic contexts with particular emphasis on health data (for example, electronic health records (EHR)).

- CMPSC 300 - Bioinformatics *Credits:* 4 *****
- COMM 331 - Disease, Disability, and Difference in Popular Culture *Credits:* 4 *****
- GHS 228 - Global Health Data and Visualization *Credits:* 4
- GHS 235 - Global Health Ethics *Credits:* 4 *****
- GHS 321 - Epidemiology *Credits:* 4 *****
- GHS 354 - Medical Anthropology and Perspectives of Health in Asia-Pacific *Credits:* 4
- HIST 380 - Disease and Medicine in Modern History *Credits:* 4 *****
- PHIL 385 - Medical Ethics *Credits:* 4

Interdisciplinary Studies

Professor Shaw (Director of Interdisciplinary Studies)

Interdisciplinary programs provide students with the opportunity to pursue an integrative approach to their education and to identify and prepare themselves effectively for career paths that lie beyond the boundaries of traditional majors and minors. The goal of the Interdisciplinary programs is that the student not only be able to demonstrate a grounding in a particular discipline, but also to enter into larger conversations about the complex interactions among diverse fields of knowledge and expertise. Interdisciplinary approaches enable students to relate their more immediate academic concerns to a challenging multifaceted information society and therefore to address issues of citizenship and activism. Students who enroll in interdivisional majors or minors in most cases may complete any major or minor to satisfy the college requirement that the major or minor be in different divisions.

Specific requirements for the majors and minors can be found in their respective sections of the *Academic Bulletin*. All interdisciplinary majors and minors are also interdivisional unless a specific division is listed for the program.

If you navigate to "Course Search" and select the rubric, "INTDS," you may see the descriptions of interdisciplinary courses not listed elsewhere in the Bulletin under specific programs. These are non-departmental, non-divisional courses.

International Studies

Professors Alykam (Chair), C. Finaret, Hilal, Kirschner, Mattiace, B. Miller

International Studies is an interdivisional, liberal arts program that endeavors to develop and relate those analytical skills most appropriate for the examination of increasingly complex interactions among nations and regions of the world. It draws upon the disciplines of economics, history, world languages and cultures, and political science. The principal goals of the major are: a) to develop understanding of the interrelationships of domestic and international politics and economic policies and of the implications of historical and sociological developments for those politics and policies; b) to provide students with tools and modes of analysis pertinent to these relationships; c) to help students think analytically in interrelated fields; and d) to help students develop intercultural competence.

Allegheny's long-established program in International Studies is designed to provide training for individuals who are considering careers in government service, international agencies and organizations, and international business and law. The program pairs theoretical coursework with regionally-focused courses. It also asks students to reach designated language proficiency and to study abroad.

International Studies Major

The International Studies major is a program in the **Interdisciplinary Studies** Area of Study. International Studies majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study.

International Studies Major Learning Outcomes

Allegheny students who successfully complete a major in International Studies are expected to demonstrate the following competencies and skills:

- **Global Awareness Skills:** The Partnership for 21st Century Skills defines global awareness as "the ability to understand global issues; learn from and work with people from diverse cultures; and understand the cultures of other nations, including the use of non-English languages." By taking courses in various disciplines (especially in the departments of Business and Economics, History, World Languages and Cultures, and Political Science), students are expected to demonstrate awareness of global issues.
- **Cultural Competency:** Students are expected to demonstrate knowledge of the culture of a foreign country through a semester-long study abroad program approved by the college. Cultural immersion would enable students to understand cultural aspects such as culinary habits, indigenous religions, political culture, family structures, values and ethics.
- **Regional Competency:** While being knowledgeable in global issues, students are also expected to demonstrate knowledge of a specific region. Upon graduation, an International Studies student will become a "specialist" in one of the following regions: Latin America, East Asia, Middle East and North Africa, or Europe. Competency could also be gained in other regions through a self-designed curriculum approved by the International Studies Steering Committee.

- **Foreign Language Competency:** Students work toward proficiency guidelines in one of the following languages: Arabic, French, German, or Spanish. Language competency will be demonstrated by the ability to complete both an oral and written component to the senior project in a foreign language.
- **Research Capabilities:** Ability to undertake original, independent, and interdisciplinary research on an international topic. Students are expected to complete and defend a well-researched senior project by the end of their coursework.
- **Interpersonal Skills in a Global Context:** We expect International Studies students to be global citizens by developing the skills for interacting with people from different cultural, ethnic, socio-economic, and religious backgrounds.

The International Studies major, consisting of 54 credits, leads to the Bachelor of Arts degree. At graduation, International Studies must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all coursework for the major. Only the most recent grade is considered for courses that have been repeated. All courses submitted for the major, except transfer credits, must be taken on the letter-grade basis. A maximum of 16 transfer credits may be counted towards the major; exceptions must be approved by the department chair.

The major in International Studies requires the successful completion of both a Junior or Senior Seminar and a Senior Project. A minimum of four courses (16 credit hours), in addition to the Seminar and Senior Project, must be taken at the 300-level or above. In addition, students must complete a semester of study abroad. Under normal circumstances, study abroad must be in a country where the focus language is spoken. Students must apply for off-campus study through the International Education office in the Center for Student Success and must meet all College requirements for study abroad, including maintaining a 2.75 minimum GPA. If a student is not accepted to study abroad in an Allegheny-sponsored program, s/he should consult with the International Studies Chair about other possibilities for completing the study abroad requirement for the major.

From the following, all majors must complete the required number of courses in each category. Double counting of courses between categories is not permitted.

Please note: courses marked with an asterisk (*) have a prerequisite.

Core Course:

- INTST 110 - Introduction to International Studies *Credits:* 4

Economics:

- ECON 100 - Introduction to Microeconomics *Credits:* 4

OR

- ECON 101 - Introduction to Macroeconomics *Credits:* 4

Theory:

Five courses, two each from Economics and Political Science, and one from History:

Economic Theory and Applications:

Two courses:

Note: certain sections of FSECO 201 may also be used to satisfy the Economics component of this requirement; consult the program Chair.

- ECON 200 - Microeconomic Theory *Credits:* 4 *****
- ECON 201 - Macroeconomic Theory *Credits:* 4 *****
- ECON 231 - Environmental Economics and Policy *Credits:* 4 *****
- ECON 251 - International Economics *Credits:* 4 *****
- ECON 256 - Economic Development *Credits:* 4 *****
- ECON 451 - International Business *Credits:* 4 *
- ECON 452 - Theory of Trade *Credits:* 4 *

Political Theory:

Two courses:

- POLSC 120 - Comparative Government and Politics *Credits:* 4
- POLSC 130 - World Politics *Credits:* 4
- POLSC 242 - Immigration and Citizenship *Credits:* 4
- POLSC 248 - Human Rights *Credits:* 4
- POLSC 276 - Imagining New Political Futures *Credits:* 4
- POLSC 330 - Megacities *Credits:* 4 *****
- POLSC 459 - Civil Wars *Credits:* 4 *
- POLSC 387 - Comparative Political Theory *Credits:* 4
- WGSS 400 - Transnational Feminisms *Credits:* 4 *****

Historical Interpretation:

One course:

Note: certain sections of FSHIS 201 may also be used to satisfy this requirement; consult the program Chair.

- HIST 312 - State and Society Under Communism and Fascism *Credits:* 4 *
- HIST 313 - The Third Reich and the Holocaust *Credits:* 4 *****
- HIST 353 - Women and Revolution in China *Credits:* 4 *
- HIST 355 - Modern Chinese Warfare *Credits:* 4 *
- HIST 358 - Migrants & Refugees in the 20th Century *Credits:* 4 *
- HIST 360 - Middle East Nationalisms *Credits:* 4 *
- HIST 365 - Conquest! Latin America 1492-1600 *Credits:* 4 *
- HIST 366 - Dictators and Development in Latin America *Credits:* 4 *

- HIST 380 - Disease and Medicine in Modern History *Credits:* 4 *

Area of Focus:

Four courses from **one** of the following regional areas:

East Asia; Europe; Latin America; or the Middle East and North Africa. Courses may be selected from the following list, and they may include those taken while studying abroad on a program approved by the International Studies program. At least two of these courses must be taken in the social science division, and one of the two social science courses must be a history course.

East Asia:

East Asia offerings in International Studies have been impacted by the discontinuance of the Chinese language program. Please consult with the IS Program Chair for advisement on course offerings, language proficiency guidelines, and study abroad options.

Not all courses are offered each year, and the College reserves the right to cancel or reschedule courses for enrollment, staffing, or other reasons.

- HIST 113 - The History of Modern East Asia, 1800-Present *Credits:* 4
- HIST 165 - Pre-Modern China: Religion, Philosophy, and Society *Credits:* 4
- HIST 167 - Modern China, 1800-2000 *Credits:* 4
- HIST 353 - Women and Revolution in China *Credits:* 4 *
- HIST 355 - Modern Chinese Warfare *Credits:* 4 *
- POLSC 228 - Government and Politics of China *Credits:* 4
- POLSC 336 - East Asian Democracy: Theory and Practice *Credits:* 4
- RELST 160 - Buddhism *Credits:* 4
- RELST 165 - Japanese Religions from A to Zen *Credits:* 4
- RELST 170 - Religions of China *Credits:* 4

Europe:

Students wishing to specialize in a European country should orient their coursework accordingly.

- ENVSC 365 - How Green is Green? German Environmentalisms *Credits:* 4 **OR**
- GERMN 365 - How Green is Green? German Environmentalisms *Credits:* 4

- FRNCH 301 - French Society and Culture *Credits:* 4 *
- FRNCH 310 - From Romance to Revolution *Credits:* 4 *
- FRNCH 320 - The Avant-Garde *Credits:* 4 *
- FRNCH 330 - "The Empire Writes Back" *Credits:* 4 *
- FRNCH 365 - Health, Illness, and Bodies *Credits:* 4 *
- FRNCH 370 - Writing and Public Life *Credits:* 4 *
- FRNCH 375 - Back to Nature: French Culture and its Environment *Credits:* 4 *
- FRNCH 380 - Laïcité: State-Secularism and Religion à la française *Credits:* 4 *

- GERMN 305 - Advanced German in a Cultural Context *Credits:* 4 *
- GERMN 325 - German Culture *Credits:* 4 *
- GERMN 360 - Topics in German Culture *Credits:* 4 *
- HIST 109 - Europe in the Age of Modernization and Revolution, 1648-1914 *Credits:* 4
- HIST 110 - Europe in the Age of Dictatorship and Democracy, 1914-Present *Credits:* 4
- HIST 155 - The Soviet Century, 1917-Present *Credits:* 4
- HIST 310 - Europe at the Turn of the Century, 1880-1917 *Credits:* 4 *
- HIST 312 - State and Society Under Communism and Fascism *Credits:* 4 *
- HIST 313 - The Third Reich and the Holocaust *Credits:* 4 *
- POLSC 226 - Government and Politics of Europe *Credits:* 4
- POLSC 227 - Political Economy of Europe *Credits:* 4
- POLSC 333 - Gender and the Welfare State in Comparative Perspective *Credits:* 4
- POLSC 427 - The European Union *Credits:* 4
- SPAN 320 - Stories and Storytelling *Credits:* 4 *
- SPAN 330 - Topics in Hispanic Popular Culture *Credits:* 4 *
- SPAN 360 - Contesting Authority *Credits:* 4 *
- SPAN 385 - Introduction to Hispanic Culture through Film *Credits:* 4 *
- SPAN 430 - Race, Gender and Power *Credits:* 4 *
- SPAN 445 - Topics in Hispanic Film *Credits:* 4 *
- SPAN 485 - Hispanic Film, From Text to Screen *Credits:* 4 *

Latin America:

- HIST 116 - Colonial Latin America *Credits:* 4
- HIST 117 - Modern Latin American History *Credits:* 4
- HIST 365 - Conquest! Latin America 1492-1600 *Credits:* 4 *
- HIST 366 - Dictators and Development in Latin America *Credits:* 4 *
- POLSC 235 - Government and Politics of Latin America *Credits:* 4
- POLSC 261 - U.S.-Latin American Relations *Credits:* 4
- POLSC 330 - Megacities *Credits:* 4 *
- POLSC 441 - Mexican Politics *Credits:* 4
- POLSC 459 - Civil Wars *Credits:* 4
- SPAN 320 - Stories and Storytelling *Credits:* 4 *
- SPAN 330 - Topics in Hispanic Popular Culture *Credits:* 4 *
- SPAN 360 - Contesting Authority *Credits:* 4 *
- SPAN 385 - Introduction to Hispanic Culture through Film *Credits:* 4 *
- SPAN 430 - Race, Gender and Power *Credits:* 4 *
- SPAN 445 - Topics in Hispanic Film *Credits:* 4 *
- SPAN 485 - Hispanic Film, From Text to Screen *Credits:* 4 *

Middle East and North Africa:

- ARAB 130 - Introduction to Arab Cultures *Credits:* 4
- ARAB 350 - Modern Arabic Novel in Translation *Credits:* 4
- ARAB 370 - Arab and Muslim Voices Post 9/11 *Credits:* 4

- FRNCH 302 - Francophone Societies and Cultures *Credits:* 4 *****
- FRNCH 330 - "The Empire Writes Back" *Credits:* 4 *****
- HIST 123 - A History of the Ottoman Empire, 1300-1918 *Credits:* 4
- HIST 124 - A History of the Modern Middle East, 1839-present *Credits:* 4
- HIST 358 - Migrants & Refugees in the 20th Century *Credits:* 4 *****
- HIST 360 - Middle East Nationalisms *Credits:* 4 *****
- POLSC 232 - Government and Politics of the Middle East *Credits:* 4
- POLSC 330 - Megacities *Credits:* 4 *****
- POLSC 354 - War and Peace in the Middle East *Credits:* 4 *****
- POLSC 355 - The Arab-Israeli Conflict *Credits:* 4 *****
- POLSC 459 - Civil Wars *Credits:* 4 *****
- POLSC 587 - Seminar: Comparative Politics - National *Credits:* 4 *****
- RELST 140 - Islam: Faith, History, and Culture *Credits:* 4
- RELST 147 - Judaism *Credits:* 4
- RELST 215 - Marriage and Sexuality in Islam *Credits:* 4
- RELST 225 - Global Religious Education *Credits:* 4
- RELST 229 - The Hebrew Bible *Credits:* 4

An approved seminar:

- **An approved seminar**. A list of approved seminars is provided on the International Studies web site.

Senior Project:

The Senior Project is a joint effort involving the Departments of Business and Economics, History, World Languages and Cultures, and Political Science.

- INTST 600 - Senior Project I *Credits:* 2
- INTST 610 - Senior Project II *Credits:* 4

Facility in a Modern Foreign Language:

Facility in a modern foreign language at a level of skill acceptable to the Department of World Languages and Cultures. In all cases, students are encouraged to consult with the Modern and Classical Languages Department faculty.

- **Students studying German, French or Spanish** must complete three courses at or above the 300-level in the language of focus. Language courses listed under the Area Studies category may be used to demonstrate this facility, which is also assessed through the use of the foreign language in the Senior Project and student performance in the Senior Project Oral Examination. Students will write a 15-page summary of the Senior Project in the language selected, and at least ten minutes of the oral defense of the Senior Project will be conducted in the language.
- **International Studies majors focusing on East Asia** should take at least five semesters of Chinese language courses, including one course at or above the 300-level.Students will write a

summary in Chinese of approximately 1,500 characters, and a short oral examination (approximately ten minutes) will be conducted in that language during the final oral defense.
- **International Studies majors focusing on Middle East and North Africa** must take four courses in Modern Standard Arabic. Students will write a 200-word (minimum) summary in Arabic as well as a glossary of terms, and a short oral examination (approximately five minutes) will be conducted in that language during the final oral defense.

Any exceptions or exemptions to the requirements for the major must be approved by the program Chair.

Jewish Studies

Professors Kirschner, Krone

An interdisciplinary studies minor examining the religion, culture, and history of the Jewish people. Through this minor, students will gain an in-depth understanding of the experience and vital contributions of the Jewish people as an integral part of Western civilization and world history, and of Judaism as the matrix of the West's religious foundations and thought. The minor requires 20 credits and a GPA of at least 2.0 in the minor. Courses not on the list, such as those taken during study abroad, may be counted toward the minor with prior approval of the minor coordinators.

Because this minor is Interdisciplinary Studies, students may complete any major to satisfy the college requirement that the major and minor be in different area of study.

Jewish Studies Minor

The Jewish Studies minor is a program in the **Interdisciplinary Studies** Area of Study. Jewish Studies minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

Jewish Studies Minor Learning Outcomes

Students who successfully complete a minor in Jewish Studies should be able to:

- Discuss the history, texts, beliefs, and practices of the Jewish people;
- Explain the historical development of the Jewish people in various time periods and places;
- Analyze the intersections between Jews and the major political, social, and cultural developments that influenced their life and development;
- Analyze multiple sources of information (e.g., historical, literary, religious) that describe and seek to construct the Jewish experience.

The Jewish Studies minor consists of 20 credits. At graduation, Jewish Studies minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses taken at Allegheny and applied to the minor. Only the most recent grade is considered for courses that have been repeated. All courses required for the minor must be taken on a letter grade basis. A maximum of 8 transfer credits may be counted towards the minor; exceptions must be approved by the department chair.

Requirements:

Foundation:

- RELST 147 - Judaism *Credits:* 4

Jewish Religion/Judaism:

Take **two** of the following courses:

- ENVSC 372 - Judaism, Justice, and Food *Credits:* 4

OR

- RELST 372 - Judaism, Justice, and Food *Credits:* 4

- RELST 229 - The Hebrew Bible *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4
- RELST 360 - Religion and Ecology *Credits:* 4

Jewish Ethnic/Cultural/Historic Relations:

Take **two** of the following courses:

- HIST 110 - Europe in the Age of Dictatorship and Democracy, 1914-Present *Credits:* 4
- HIST 124 - A History of the Modern Middle East, 1839-present *Credits:* 4
- HIST 313 - The Third Reich and the Holocaust *Credits:* 4
- PHIL 210 - Oppression and Liberation *Credits:* 4
- POLSC 232 - Government and Politics of the Middle East *Credits:* 4
- POLSC 354 - War and Peace in the Middle East *Credits:* 4
- POLSC 355 - The Arab-Israeli Conflict *Credits:* 4
- RELST 180 - Religion in American Life *Credits:* 4
- RELST 288 - Jewish Meadville *Credits:* 4
- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4

Journalism and Documentary Storytelling

Faculty: Crowley, Keeley

Mission

The **Journalism and Documentary Storytelling** (JDS) minor focuses on developing in students versatile multimedia storytelling skills and the personal, creative, and civic motivations to exercise those skills for public audiences. The program offers hands-on experience in the creation and analysis of print journalism and non-fiction filmmaking. Students learn the fundamentals and conventions of craft in both media,

deepen habits of observation, research, and reflection, and bring these skills to bear on subjects about which they care deeply.

Journalism and Documentary Storytelling is part of the **Department of Communication, Media, and Performance**, which emphasizes a liberal arts approach to learning that encourages students to develop habits of cultural awareness and respect, engaged citizenship, thoughtful professionalism, and a meaningful private life in order to contribute to a more equitable world.

Our lives are saturated by nonfictional storytelling, public portrayals in words and images of what is happening in the world, what is worth knowing, and who counts as authorities on these subjects. The **JDS** program gives students a critical perspective on the nature and social consequences of this public storytelling, while equipping them to tell their own stories about the world. The verbal and visual storytelling skills **JDS** students develop are useful in nearly every academic field, including most students' majors, and in many of the professions they occupy after college. At the heart of the minor is a core aspiration of Allegheny's larger liberal arts mission: to help students become humane, responsible, and adept communicators, capable of portraying a wide range of subject matter for various audiences, including the one our democracy ostensibly runs on, the "general public."

Journalism and Documentary Storytelling Minor

The Journalism and Documentary Storytelling minor is a program in the **Languages, Literature, and Culture** Area of Study. Journalism and Documentary Storytelling minors may not complete an additional minor in Filmmaking.

Journalism and Documentary Storytelling Minor Learning Outcomes

Students who complete a minor in Journalism and Documentary Storytelling will be able to:

- Create accurate and effective documentary and journalistic work across media platforms, using traditional and emerging tools and techniques as well as working with relevant style conventions;
- Conduct informed and thorough research across a range of subjects and communicate that information to multiple audiences in written, verbal, and visual form;
- Discuss and critically analyze current documentary and journalistic work;
- Produce work that considers and reflects diverse perspectives within defined communities.

The Journalism and Documentary Storytelling minor consists of 24 credits. At graduation, Journalism and Documentary Storytelling minors must have a GPA of at least 2.0 in the minor. The calculation is based on all courses taken at Allegheny and applied to the minor. Only the most recent grade is considered for courses that have been repeated. All courses required for the minor must be taken on a letter grade basis. A maximum of 8 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

Foundations of Journalism and Visual Storytelling

- FILM 171 - Filmmaking 1 *Credits:* 4

- JOURN 100 - News Writing *Credits:* 4

Advanced Journalistic and Visual Narratives

- FILM 375 - Documentary Tradition *Credits:* 4
- JOURN 310 - Long-form Journalism *Credits:* 4 *****

Capstone

- FILM 400 - Multimedia Storytelling *Credits:* 4 *****

Elective

Complete 4 credits from of the following course options:

- ART 171 - Photography I *Credits:* 4
- COMM 256 - Power, Politics, and Communication *Credits:* 4
- COMM 261 - The Business of Media *Credits:* 4
- ENGL 210 - Writing Creative Nonfiction *Credits:* 4 *****
- FILM 300 - Filmmaking 2 *Credits:* 4 *****
- FILM 350 - Filmmaking Technique *Credits:* 4 *****
- HIST 170 - Introduction to Public History *Credits:* 4

- JOURN 501 - Internship with The Campus I *Credits:* 2 *** AND**
- JOURN 502 - Internship with The Campus II *Credits:* 2 *****

- POLSC 318 - Politics and the Media *Credits:* 4

Latin

Professors Herrman

Allegheny College offers instruction in the Latin language through the department of World Languages and Cultures.

Latin Learning Outcomes

Latin 110 and 120

Students:

- Learn the morphological and syntactical structure of the language;
- Acquire a basic vocabulary geared toward the texts commonly taught at the intermediate and advanced level.

Latin 215

Students:

1. Begin reading extensive selections of authentic Latin literature;
2. Practice parsing increasingly complex syntax;
3. Learn to use reference grammars and dictionaries;
4. Expand their vocabulary.

Latin 315

Students:

1. Consolidate and develop reading skills through exposure to a variety of different authors and genres;
2. Learn to analyze ancient writing as sophisticated literature;
3. Gain speed and experience in reading;
4. Produce their own written analysis of the primary material they are reading in the original.

Latin American and Caribbean Studies

Professors Hernandez (Program Coordinator), Caballero, K. Haywood, Herrera, Mattiace, Riess

A study of Latin America and the Caribbean that combines courses in the humanities, social sciences, and languages. In order to provide students a comparative view of the region through discipline-specific lenses, the 24 credits required for the minor must be completed in at least three departments. Because this minor is Interdisciplinary Studies, students may complete any major to satisfy the college requirement that the major and minor be in different area of study. The minor is administered by the Latin American and Caribbean Studies steering committee.

Learning Outcomes for Latin American and Caribbean Studies

Students who successfully complete a minor in Latin American and Caribbean Studies should be able to accomplish the listed goals in each of the following three areas:

1. *Values:*
    - Appreciate the diversity of values and beliefs that constitute different political traditions in the region;
    - Appreciate the value of examining the debates regarding the historical development of the region;
    - Value linguistic difference among the varieties of Spanish and the presence of indigenous languages in the region.
2. *Knowledge:*
    - Demonstrate an understanding of basic political institutions and processes of countries in the region;
    - Demonstrate a knowledge of key historical periods and figures in Latin American and Caribbean history;

    - Demonstrate a knowledge of the geography, basic traditions, and various cultural manifestations from the region.
3. *Skills:*
    - Engage in informed, literate conversations, both written and oral, regarding important political issues and historical debates in the region;
    - Demonstrate a mastery of skills in Spanish language at the intermediate level.

Latin American and Caribbean Studies Minor

The Latin American and Caribbean Studies minor is a program in the **Interdisciplinary Studies** Area of Study. Latin American and Caribbean Studies minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

Latin American and Caribbean Studies Minor Learning Outcomes

Students who successfully complete a minor in Latin American and Caribbean Studies should be able to accomplish the listed goals in each of the following three areas:

1. Values:
    - Appreciate the diversity of values and beliefs that constitute different political traditions in the region;
    - Appreciate the value of examining the debates regarding the historical development of the region;
    - Value linguistic difference among the varieties of Spanish and the presence of indigenous languages in the region.
2. Knowledge:
    - Demonstrate an understanding of basic political institutions and processes of countries in the region;
    - Demonstrate a knowledge of key historical periods and figures in Latin American and Caribbean history;
    - Demonstrate a knowledge of the geography, basic traditions, and various cultural manifestations from the region.
3. Skills:
    - Engage in informed, literate conversations, both written and oral, regarding important political issues and historical debates in the region;
    - Demonstrate a mastery of skills in Spanish language at the intermediate level.

The Latin American and Caribbean Studies minor consists of 24 credits. At graduation, Latin American and Caribbean Studies minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated.

A study of Latin America and the Caribbean that combines courses in the humanities, social sciences, and languages. In order to provide students a comparative view of the region through discipline-specific

lenses, the 24 credits required for the minor must be completed in at least three departments. The minor is administered by the Latin American and Caribbean Studies steering committee.

Requirements (24 Credits):

Social Science Division (12 Credits):

Select from the list below (a minimum of two departments must be represented, and at least two courses must be at or above the 300-level):

- HIST 116 - Colonial Latin America *Credits:* 4
- HIST 117 - Modern Latin American History *Credits:* 4
- HIST 365 - Conquest! Latin America 1492-1600 *Credits:* 4
- HIST 366 - Dictators and Development in Latin America *Credits:* 4
- HIST 577 - Inventing Mexico: Nationalism and National Identity in a Global Context *Credits:* 4
- POLSC 235 - Government and Politics of Latin America *Credits:* 4
- POLSC 242 - Immigration and Citizenship *Credits:* 4
- POLSC 261 - U.S.-Latin American Relations *Credits:* 4

Humanities Division (12 Credits):

Select from the following:

- SPAN 110 - Beginning Spanish I *Credits:* 4
- SPAN 120 - Beginning Spanish II *Credits:* 4
- SPAN 130 - Accelerated Beginning Spanish *Credits:* 4
- SPAN 215 - Intermediate Spanish *Credits:* 4
- SPAN 220 - Issues in Contemporary Spanish and Spanish American Culture *Credits:* 4
- SPAN 225 - Hispanic Texts *Credits:* 4
- SPAN 230 - Imperial Cultures *Credits:* 4
- SPAN 245 - Spanish for Heritage Speakers *Credits:* 4
- SPAN 315 - Advanced Spanish Language Study *Credits:* 4
- SPAN 320 - Stories and Storytelling *Credits:* 4
- SPAN 330 - Topics in Hispanic Popular Culture *Credits:* 4
- SPAN 360 - Contesting Authority *Credits:* 4
- SPAN 385 - Introduction to Hispanic Culture through Film *Credits:* 4
- SPAN 430 - Race, Gender and Power *Credits:* 4
- SPAN 445 - Topics in Hispanic Film *Credits:* 4
- SPAN 485 - Hispanic Film, From Text to Screen *Credits:* 4

Liberal Studies

Liberal Studies (LS) courses help students develop and improve academic skills. They encourage students to see how these skills are used in different contexts and how to make connections between courses and

disciplines. Self-reflection is encouraged. Students develop effective study skills as well as learn to assist other students' learning.

Learning Outcomes:

1. Develop practical written and interpersonal communication skills
2. Develop critical thinking skills
3. Use academic resources to deepen learning and solve problems
4. Develop mentoring skills for academics and social interactions
5. Develop curricular and co-curricular skills that readily transfer to professional settings.
6. Explore self-knowledge as it relates to a sense of civic identity and sustained commitment to civic involvement

Mathematics

Professors Carswell (Chair), He, J. Hollerman, Leech, Lo Bello, Lundberg, Weir, Werner

The Department of Mathematics offers a wide range of courses designed to introduce students to major areas of mathematical thought, formal reasoning processes, general methods of problem solving, applications of mathematics to diverse areas, the history of mathematics, and the effective communication of mathematics. Our courses emphasize the activity of thinking with ideas, as opposed to learning content by rote memorization. They develop the analytical and reasoning skills that not only prepare students to be mathematicians, but also serve students well no matter what they do in life. We strive to give students an appreciation for the culture of mathematics as revealed through its history, the beauty of its ideas, and its particular way of knowing, which sets mathematics apart from all other disciplines.

The Mathematics Placement Test Policy: All entering students are required to take the Mathematics Placement Test, with the following exceptions:

- students who have received transfer credit for an Allegheny Mathematics course numbered MATH 141 or higher
- students who have received transfer credit for PRERQ*MAT
- students who have earned one of the following Advanced Placement scores and have submitted an official AP score report to Allegheny:
    - four or five on the AB calculus exam
    - four or five on the BC calculus exam
    - three on the BC calculus exam with a four or five as the AB subscore.

Learning Outcomes for Mathematics Courses

Students who complete a course in the department of Mathematics are expected to

- Achieve the content learning outcomes for the course in which they are enrolled;
- Think analytically and critically, and adapt their mathematical knowledge to solve problems in new situations in both mathematics and other fields;
- Communicate mathematical information in written form.

Mathematics Major

The Mathematics major is a program in the **Mathematics and Natural Sciences** Area of Study.

Mathematics Major Learning Outcomes

Students who successfully complete a major in Mathematics are expected to:

- Achieve mastery of a rich and diverse set of mathematical ideas, with particular emphasis on the ideas of algebra and analysis;
- Achieve an understanding of mathematical abstraction and the nature of mathematical proofs, including the ability to read and write proofs;
- Communicate mathematics both orally and in writing;
- Think analytically and creatively to create mathematical models of real world problems, analyze them, and interpret the analysis.

The Mathematics major, consisting of 47 credits of Mathematics courses numbered above MATH 151, leads to the Bachelor of Science degree. At graduation, Mathematics majors must have a GPA of at least 2.0 in the major. All Mathematics courses taken at Allegheny and numbered MATH 152 and above will be used to compute the mathematics GPA. For the purposes of graduation, and with the approval of the Department Chair, if a student completes more than the minimum number of credits required for the Mathematics major, then the GPA in Mathematics may be computed using all required Mathematics courses and selected Mathematics electives numbered above MATH 152 that satisfy all requirements for the Mathematics major. Only the most recent grade is considered for courses that have been repeated. Courses transferred to Allegheny will not be included in the departmental GPA. A maximum of 20 transfer credits may be counted toward the major; exceptions must be approved by the department chair

Mathematics majors are required to take any Mathematics course numbered higher than MATH 151 for a letter grade. Transfer students majoring in Mathematics must complete at least 28 semester credit hours of Mathematics coursework at Allegheny.

Requirements:

- MATH 152 - Calculus II *Credits:* 4
- MATH 205 - Foundations of Mathematics *Credits:* 4 (should be completed by the end of the sophomore year)
- MATH 211 - Vector Calculus and Several Variable Integration *Credits:* 4

- MATH 270 - Optimization and Approximation *Credits:* 4 **OR**
- MATH 280 - Ordinary Differential Equations *Credits:* 4

- MATH 320 - Linear Algebra *Credits:* 4
- MATH 325 - Algebraic Structures I *Credits:* 4
- MATH 340 - Introduction to Analysis *Credits:* 4
- MATH 585 - Junior Seminar *Credits:* 4

- MATH 620 - Senior Project *Credits:* 4

Note:
FSMAT 201 may be counted toward the major in Mathematics.

Mathematics Majors are required to take any Mathematics course numbered higher than MATH 151 for a letter grade. Transfer students majoring in Mathematics must complete at least 28 semester credit hours of Mathematics coursework at Allegheny.

The student can prepare for several career areas in the mathematical sciences. Below is a list of the areas followed by courses recommended by the Mathematics Department in addition to the required courses for the major:

- **Actuarial Mathematics:** MATH 345 and MATH 346, as well as coursework in Computer Science and mathematical economics.
- **Applied Statistics:** MATH 345, MATH 346, MATH 370, and Computer Science courses in data structures, operating systems and computability.
- **Computational and Applied Analysis:** MATH 270, MATH 280, MATH 341, MATH 440, and PHYS 365, as well as strong work in the physical sciences.
- **Operations Research:** MATH 345, MATH 346, MATH 370, and MATH 440, as well as some work in Computer Science, including the study of data structures.
- **Pure Mathematics** (recommended for those who plan to do graduate study): MATH 315, MATH 330, MATH 341, MATH 350, MATH 400, MATH 425 and MATH 440.
- **Scientific Computing:** MATH 270, MATH 280 and PHYS 365; Computer Science courses in programming languages, data structures, parallel and vector processing, computer graphics, computer simulation and software design.
- **Teaching (secondary):** Students interested in pursuing teacher education in Mathematics should consult with the liaison to teacher education early in their academic careers to ascertain the current requirements for certification. Be aware that specific content requirements vary from year to year and by graduate school. Courses often required are MATH 151, MATH 152, MATH 205, MATH 211, MATH 220, MATH 270, MATH 280, MATH 320, MATH 325, MATH 330, MATH 345, and MATH 350. Courses in computer science also are often required.

Students in cooperative programs who want to major in Mathematics must complete a minimum of 43 semester credit hours of Mathematics courses numbered above MATH 151 (except 157, 158, 159, 160, 170, 210) and meet all the requirements for a major, as described above, except for MATH 620. At least 32 of these 43 semester credit hours must be taken at Allegheny. Students in cooperative engineering programs are required to take MATH 270 and MATH 280.

Each Mathematics major, whether concentrating in applied mathematics or not, should be familiar with applications of mathematics to at least one other field. For this reason, the Department of Mathematics strongly recommends that majors pursue a sequence of two or more courses in at least one of the following departments: Biology, Chemistry, Computer Science, Business and Economics, Geology, or Physics.

Normally, the Department of Mathematics will only award the honor citation in Mathematics to students who have completed at least one course from among MATH 400, MATH 425, and MATH 440.

Mathematics Minor

The Mathematics minor is a program in the **Mathematics and Natural Sciences** Area of Study.

Mathematics Minor Learning Outcomes

Students who successfully complete a minor in Mathematics are expected to:

- Achieve mastery of a diverse collection of mathematical ideas, including the ideas of calculus;
- Communicate mathematics both orally and in writing;
- Think analytically and critically to create mathematical models of real world problems, analyze them, and interpret the analysis.

The Mathematics Minor

The Mathematics minor consists of 20 credits of mathematics courses numbered MATH 152 or higher. At graduation, Mathematics minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of the mathematics courses taken on a letter-grade basis. With the approval of the Department Chair, if a student completes more than the minimum number of credits required for the Mathematics minor, then the GPA in Mathematics may be computed using selected Mathematics courses number MATH 152 or higher that satisfy all requirements for the Mathematics minor. Only the most recent grade is considered for courses that have been repeated. Courses transferred to Allegheny will not be included in the departmental GPA. All Mathematics courses taken at Allegheny having a number higher than MATH 151 must be taken on a letter-grade basis. A maximum of 8 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

At least four semester credit hours must include a Mathematics course numbered 300 or above. FSMAT 201 may be counted toward the minor in Mathematics.

Students in cooperative programs who want to minor in Mathematics must meet the requirements for the minor.

Middle East and North African Studies

Professors Alkyam (Program Coordinator), Hilal, Kirschner, Krone, B. Miller, Onyeiwu, Reeck

An interdivisional minor examining the history, politics, religion, culture, and economics of the Middle East and North Africa ("MENA"). Through this minor, students will gain an in-depth understanding of the region and the contexts through which we understand it. *See also the Middle East and Northern Africa track in the "International Studies" major.*

Middle East and North African Studies Minor

The Middle East and North African Studies minor is a program in the **Interdisciplinary Studies** Area of Study. Middle East and North African Studies minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

Middle East and North African Studies Minor Learning Outcomes

Students who successfully complete a minor in Middle East and North African studies will be able to:

- Recognize the historical, cultural, social, and political traditions that influence the Middle East and North Africa;
- Understand how to counteract reductionist and ethnocentric estimations of the peoples of the Middle East and North Africa;
- Locate, critically analyze, interpret, and discuss cultural and religious texts and political and social forces;
- Express and apply concepts and knowledge to engage in informed conversations about important issues related to the region;
- Apply skills, knowledge, and nuanced perspectives that are necessary for effective global citizens actively engaging in an increasingly interconnected world.

The Middle East and North African Studies minor consists of 24 credits. At graduation, MENA minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated.

The minor in Middle East and North African ("MENA") Studies is an interdivisional program examining the history, politics, religion, culture, and economics of the region. Through this minor, students will gain an in-depth understanding of the MENA region and the contexts through which we understand it. One of these courses must be at or above the 300 level. Students petitioning to include classes not listed below must provide a course syllabus. No more than 12 credits of foreign language study may be included in the 24-credit minimum.

When appropriate, other courses – for example, courses taken during study abroad – may be substituted for any of the requirements. All substitutions of alternatives for required courses must be approved by the minor coordinator, and students are strongly encouraged to discuss any potential course substitutions prior to enrolling in the course.

Courses marked with an asterisk (*) have prerequisites.

Requirements (24 Credits):

Courses marked with an asterisk (*) have prerequisites.

Introductory Survey (4 Credits):

Take **one** of the following:

- ARAB 130 - Introduction to Arab Cultures *Credits:* 4
- HIST 123 - A History of the Ottoman Empire, 1300-1918 *Credits:* 4
- HIST 124 - A History of the Modern Middle East, 1839-present *Credits:* 4
- POLSC 232 - Government and Politics of the Middle East *Credits:* 4

Language Requirement (12 Credits):

Students must demonstrate proficiency in Arabic equivalent to three semesters of college-level study as demonstrated by the successful completion of at least one Arabic language course numbered 215 or above. With the approval of the minor coordinator, transfer credit or demonstrated proficiency in a regional language (e.g., Hebrew, Kurdish, Turkic languages, Persianate languages) may be used to satisfy this requirement. If a student completes fewer than 12 credits of language they should select additional electives from the list below to bring the total number of credits presented for the minor to 24.

Electives:

Take additional courses from among those listed below to bring the total credits for the minor to at least 24.

- ARAB 350 - Modern Arabic Novel in Translation *Credits:* 4
- ARAB 370 - Arab and Muslim Voices Post 9/11 *Credits:* 4
- FRNCH 330 - "The Empire Writes Back" *Credits:* 4 *
- HIST 123 - A History of the Ottoman Empire, 1300-1918 *Credits:* 4
- HIST 124 - A History of the Modern Middle East, 1839-present *Credits:* 4
- HIST 358 - Migrants & Refugees in the 20th Century *Credits:* 4 *
- HIST 360 - Middle East Nationalisms *Credits:* 4 *
- POLSC 232 - Government and Politics of the Middle East *Credits:* 4
- POLSC 330 - Megacities *Credits:* 4 *
- POLSC 354 - War and Peace in the Middle East *Credits:* 4 *
- POLSC 355 - The Arab-Israeli Conflict *Credits:* 4
- POLSC 459 - Civil Wars *Credits:* 4 *
- POLSC 587 - Seminar: Comparative Politics - National *Credits:* 4 *
- RELST 140 - Islam: Faith, History, and Culture *Credits:* 4
- RELST 147 - Judaism *Credits:* 4
- RELST 215 - Marriage and Sexuality in Islam *Credits:* 4

Music

Professors Mehler (Administrative Chair), Delfing, Dolan, Niblock

Music is a creative art form in which sounds are selected and combined to be heard over time. It is also a means of communication and expression. The study of music enables music makers and listeners to increase their understanding of both the sounded and written aspects of musical language. Music courses serve students from a wide variety of musical backgrounds so that individuals can begin or continue their musical development in any of three different areas:

- **Music and Cultures:** the exploration of historical and current music that has emerged from diverse cultures, music makers, and audiences. Students learn to recognize musical conventions and to analyze the relationship of those conventions with individual music makers and broader cultural practices.
- **Materials and Methods:** the examination of individual components of music, their organization into systems, and their interrelationships, the combination of which transforms sounds into recognizable musical works. Students develop the capacity to recognize, understand, and reproduce music's basic elements both in isolation and in complete musical contexts
- **Performance:** the production of aural music. Students interpret previously documented music through technical capacity and aesthetic awareness. Solo and small group performers explore repertoire with faculty mentors. Larger ensembles engage repertoire with faculty conductors.

Music Minor

The Music Performance minor is a program in the **Visual and Performing Arts** Area of Study.

Music Program Placement Policy

Students with a background in music theory may qualify to test out of MUSIC*188 and proceed immediately to a 200-level course in the Materials & Methods area. In order to determine appropriate enrollment options, students should contact a music faculty member to discuss prior training and, if appropriate, to take the Music Theory Placement Test.

If, after such consultation, a student places into a 200-level Materials & Methods course, they must substitute 4 additional credits to complete the required 28 credits for the Music Minor. These credits must be completed in either the Materials & Methods or Music & Cultures areas and the substitution must be approved by the Music Program Chair.

Program Learning Outcomes

Upon successful completion of the Music minor, students will be able to:

- Employ musical notation, common creative constructs, and resulting organizational systems
- Identify aurally distinguishing features of musical works
- Analyze the relationship of music with historical events, cultural practices, and aesthetic influences
- Develop skills of artistic expression through solo and ensemble performance

Requirements for the Music minor

The Music minor consists of 28 credits. At graduation, Music minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Unless a course is specifically designed as repeatable for credit, only the most recent grade is considered for courses that have been repeated. All courses for the minor must be taken on a letter grade basis. A maximum of 8 transfer credits may be counted toward the minor.

All minors complete 8 credits of coursework in each of 3 areas:

- Music & Cultures
- Music Materials & Methods
- Performance

Additionally, students choose 1 area to pursue 4 credits of advanced coursework

Course numbers for Fall 2024 reflect a previous curriculum. Students interested in a Music minor should consult with the chair or a faculty member to understand how courses taken prior to Spring 2025 fulfill requirements for the Music minor.

Music & Cultures (8 credits total)

Introductory Course:

- MUSIC 123 - Listen Up! *Credits:* 4

Intermediate Electives:

Take one of the following course options:

- MUSIC 221 - Western Art Music: Antiquity to Classical Period *Credits:* 4
- MUSIC 222 - Western Art Music: Classical Period to Present *Credits:* 4
- MUSIC 224 - History of Jazz *Credits:* 4
- MUSIC 226 - World Music and Culture *Credits:* 4

Music Materials & Methods (8 credits total)

Introductory Course:

- MUSIC 188 - Fundamental Materials of Music *Credits:* 4

Intermediate Electives:

Take one of the following course options:

- MUSIC 211 - Tonal Music Mechanics *Credits:* 4
- MUSIC 216 - World Music Materials & Methods *Credits:* 4

Or take 4 credits of the following:

- MUSIC 214 - Improvisation Workshop *Credits:* 2 (repeatable 2-credit course)

Performance (8 credits total)

Take 2 of the 3 following options:

Option 1: Ensembles

Take 4 credits from the following:

- MUSIC 110-119 Ensembles

Option 2: Music Technology

- MUSIC 175 - Music Technology *Credits:* 4

Option 3: Individual Instruction

Take 4 credits from the following:

- MUSIC 330-375 Individual Instruction: performance seminar
- MUSIC 430-475 Individual Instruction: juried performance

Advanced coursework (4 credits total)

Students must complete 4 credits in one of the 3 following options:

Music and Culture

- MUSIC 321 - Advanced Music & Culture *Credits:* 4

Music Structures

- MUSIC 311 - Advanced Musical Analysis *Credits:* 4

Performance

Take 4 credits from the following options:

- MUSIC 430-475 Individual Instruction: juried performance
- MUSIC 482 - Recital I *Credits:* 2
- MUSIC 483 - Recital II *Credits:* 3

Students who choose Performance as their advanced area of study should meet with a faculty member aligned with their performance medium to determine an appropriate path to completion. It is recommended that this conversation take place while the student is completing their general performance requirements.

Neuroscience

Professors French (Chair), Bertholomey, Blair, Clark, J.R. Hollerman, Warren

An interdisciplinary program, Neuroscience draws primarily upon course offerings of the Biology and Psychology departments. The major is considered a Natural Science major. To meet the College's curricular requirement for a minor outside the division of the major, students majoring in Neuroscience may minor in any of the social sciences other than Psychology or in any of the humanities. Neuroscience majors are not permitted to minor in Psychology; students wishing to study Psychology in depth may elect to double major in Neuroscience and Psychology. Students exercising this option must meet all the major requirements for both majors and must also take a minimum of 20 semester hours in Psychology that are not counted toward the Neuroscience major. A joint Senior Project for double majors can be arranged.

Neuroscience Major

The Neuroscience major is a program in the **Mathematics and Natural Sciences** Area of Study. Neuroscience majors may not minor in Psychology.

Neuroscience Major Learning Outcomes

Students completing a major in Neuroscience are expected to be able to:

- Demonstrate a broad understanding of neurophysiology, neuroanatomy, and neurochemistry in relation to sensory processing, behavior, cognition, and health;
- Demonstrate a depth of knowledge in both cell and molecular neurobiology and behavioral and cognitive neuroscience;
- Understand the tools and methods used in neuroscience research and critically analyze the primary literature in specific sub-disciplines within neuroscience;
- Design, conduct, and interpret results of neuroscience experiments and effectively communicate these results in both oral and written form.

The Neuroscience major, consisting of 54-58 credits, leads to the Bachelor of Science degree. At graduation, Neuroscience majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades for all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. A maximum of 8 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Requirements:

Core Courses/Fundamentals:

Must take all:

Note: Students may elect to take one course from the Core Courses/Fundamentals requirements on a Credit/No Credit basis.

- CHEM 120 - Chemical Concepts 1 *Credits:* 4

CHEM 120 has a prerequisite of placement into MATH 151, or completion of MATH 140 or higher, or CHEM 119 with a grade of C or better.

- CHEM 122 - Chemical Concepts 2 *Credits:* 4

- CHEM 231 - Organic Chemistry I: Form and Function *Credits:* 4
- BIO 220 - Organismal Physiology and Ecology *Credits:* 4
- BIO 221 - Genetics, Development and Evolution *Credits:* 4
- NEURO 110 - Foundations of Neuroscience I *Credits:* 4
- NEURO 120 - Foundations of Neuroscience II *Credits:* 4
- PSYCH 206 - Research Methods in Psychology *Credits:* 4 **AND**
- PSYCH 207 - Statistical Methods in Psychology *Credits:* 4

OR

- BIO 385 - Biostatistics *Credits:* 4

Junior Seminar/Senior Project

Junior Seminar:

Choose **one** from:

- BIO 580 - Junior Seminar *Credits:* 4 **Note:** Only sections taught by faculty in the Neuroscience Program qualify. Please consult your Neuroscience advisor.
- PSYCH 553 - Junior Seminar: Behavioral Research on Alcohol *Credits:* 4
- PSYCH 557 - Junior Seminar: Behavioral Mechanisms of Drug Action *Credits:* 4
- PSYCH 558 - Junior Seminar: Behavioral Neuroscience *Credits:* 4

Senior Project

- NEURO 600 - Senior Project I *Credits:* 2
- NEURO 610 - Senior Project II *Credits:* 4

Electives:

Take **three** 4-credit courses from the following three areas, including at least one from the Cellular and Molecular list and one from the Behavioral and Cognitive list. At least two of these 4-credit classes must be numbered 300 or above.

Cellular and Molecular Neuroscience

- BIO 305 - Molecular Biology *Credits:* 4
- BIO 320 - Cell Biology *Credits:* 4
- BIO 380 - Animal Physiology *Credits:* 4
- NEURO 405 - Neurophysiology *Credits:* 4

Behavioral and Cognitive Neuroscience

- PSYCH 150 - Sensation and Perception *Credits:* 4
- PSYCH 152 - Behavioral Psychology *Credits:* 4

- PSYCH 154 - Physiological Psychology *Credits:* 4 **AND**
- PSYCH 155 - Physiological Psychology Lab *Credits:* 2 (six credits total)

- PSYCH 172 - Health Psychology *Credits:* 4

- PSYCH 360 - Health and Psychophysiology *Credits:* 4 **AND**
- PSYCH 365 - Health and Psychophysiology Lab *Credits:* 2 (six credits total)

- PSYCH 411 - Systems Neuroscience *Credits:* 4
- PSYCH 415 - Behavioral Pharmacology *Credits:* 4
- PSYCH 441 - Human Memory Processes *Credits:* 4

Neuroscience Connections

- INTDS 312 - Neuroscience of Dance and Movement *Credits:* 4

Philosophy

Professors Palmer, Kurtsal

Philosophers inquire into structures that form the basis of all that exists, the ways we can justify our claims to knowledge, and the values and goals that guide individuals and society. Philosophy has traditionally been the very center of the liberal arts. As most of the other disciplines that form the modern liberal arts curriculum have developed from philosophy to establish their own identities, philosophy continues to deal with problems that are fundamental to the human condition and to all disciplines.

Allegheny's Philosophy program pays particular attention to the question of the values and goals that ought to guide individuals and society by exploring lived experience and analyzing the social world. Courses examine ethics as a personal ideal, as well as democracy and economic development as global and multicultural ideals. Other courses investigate theoretical and practical values that ground scientific activities and technological developments.

Philosophy Major

The Philosophy major is a program in the **Values and Societies** Area of study.

Philosophy Major Learning Outcomes

Students who successfully complete a major in Philosophy should be able to:

- Research arguments in their primary sources (in translation, as necessary) and explain the research to their peers;
- Describe methodologies employed in inquiry, as well as their cultural and historical sources;
- Critically analyze the legitimacy and limitations of the knowledge these methodologies elicit;
- Discern the role of cultural and historical context in the development of philosophical inquiry, and demonstrate awareness of the ethical issues created by the culture of inquiry of the modern and contemporary West;
- Develop thoughts and articulate clear and well-structured oral and written arguments relevant to philosophical inquiry..

The Philosophy major, consisting of 42 credits, leads to the Bachelor of Arts degree. At graduation, Philosophy majors must have a GPA of at least 2.0 in the required courses and further courses that satisfy the credit count up to the department requirement of 42 credits. Only the most recent grade is considered for courses that have been repeated. No more than eight credits in Philosophy may be taken Credit/No Credit to count toward the major; two of these credits must be PHIL 600, which is only offered CR/NC. A combined maximum of eight transfer credits and credits taken credit/no credit at Allegheny may be counted toward the major; exceptions must be approved by the Program Coordinator.

Requirements:

Completion of at least 42 semester credit hours as outlined below:

Required Courses

- PHIL 165 - The Examined Life: Philosophy Through the Ages *Credits:* 4
- PHIL 220 - Epistemology: The Theory of Knowledge *Credits:* 4
- PHIL 580 - Philosophy Seminar *Credits:* 4

One of the Following:

- PHIL 120 - Learning from Arguments *Credits:* 4
- PHIL 130 - Values and Knowledge *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4

One of the Following:

- PHIL 230 - Science in Its Cultural Setting *Credits:* 4
- PHIL 240 - Mind and Brain *Credits:* 4

One of the Following:

- PHIL 310 - Global Justice *Credits:* 4
- PHIL 340 - Freedom, Addiction and the Opioid Crisis *Credits:* 4
- PHIL 385 - Medical Ethics *Credits:* 4

Senior Project:

- PHIL 600 - Senior Project Tutorial *Credits:* 2
- PHIL 610 - Senior Project *Credits:* 4

Three Further Elective Courses:

Three courses iIn philosophy, which may include substitutions of up to two approved cognate courses from another discipline. By consulting with faculty, students may use electives to create an emphasis in a specific area of philosophy.

Philosophy Minor

The Philosophy minor is a program in the **Values and Societies** Area of Study.

Philosophy Minor Learning Outcomes

Students who successfully complete a minor in Philosophy should be able to:

- Research arguments in their primary sources (in translation, as necessary) and explain that research to their peers;
- Discern the role of cultural and historical context in the development of philosophical inquiry, and demonstrate awareness of the ethical issues created by the culture of inquiry of the modern and contemporary West;
- Develop thoughts and articulate clear and well-structured oral and written arguments relevant to philosophical inquiry.

The Philosophy minor consists of credits. At graduation, Philosophy minors must have a GPA of at least 2.0 in required coursees and further courses that satisfy the credit count up to the department requirement of 24 credits. Only the most recent grade is considered for courses that have been repeated. A combined maximum of six transfer credits and credits taken credit/no credit at Allegheny may be counted toward the minor.

Requirements:

Completon of at least 24 semester credit hours as outlined below:

Two of the Following:

- PHIL 120 - Learning from Arguments *Credits:* 4
- PHIL 130 - Values and Knowledge *Credits:* 4
- PHIL 140 - Ethics and Community *Credits:* 4
- PHIL 165 - The Examined Life: Philosophy Through the Ages *Credits:* 4
- PHIL 220 - Epistemology: The Theory of Knowledge *Credits:* 4

Two of the Following:

- PHIL 310 - Global Justice *Credits:* 4

- PHIL 340 - Freedom, Addiction and the Opioid Crisis *Credits:* 4
- PHIL 385 - Medical Ethics *Credits:* 4
- PHIL 580 - Philosophy Seminar *Credits:* 4

Further electives (8 credits) to bring the total to 24 credits.

Physics

Professors Poynor (Chair), Lombardi, Petasis, Willey

Physics is crucial for understanding the principles that govern our physical world. It studies everything in nature from the formation of the universe, galaxies, and black holes to the unusual way living systems behave. Technological breakthroughs with lasers, liquid crystal displays, and magnetic resonance imaging have had impact in communications, information technology, and medicine. These have revolutionized our lives in a manner that would not have been possible without physics. From the space shuttle to studies of global warming, physicists work at the forefront of science and technology.

It is the goal of the physics department to help students develop strong backgrounds in experimental, theoretical, and computational physics and to learn the scientific method of investigation. As problems become increasingly complex, it has become clear that successful approaches often combine knowledge from different areas. Because much of 21st century physics is interdisciplinary, we endeavor to teach students how to integrate what they learn in their physics courses with knowledge in other fields. We seek to foster within each student an enthusiasm for learning and critical reasoning which lasts a lifetime. We also help students appreciate physics as a human endeavor that is intellectually satisfying. We strive to make our students aware of the responsibilities facing scientists in our contemporary society and learn how to effectively communicate their ideas in both oral and in written form.

Our graduates pursue a variety of careers or continue graduate studies in various disciplines. Some of our students choose to apply their major in either elementary or secondary public or private school teaching. Students choosing to pursue teacher preparation and certification in physics should contact the physics department and the Coordinator of Teacher Education Programs.

Beginning Courses in Physics: Students planning to major in Physics or to complete the 3/2 Engineering Program should begin with the PHYS 110-PHYS 120 sequence.

Learning Outcomes for Physics Courses

Students who successfully complete courses in Physics are expected to:

- Develop better quantitative skills;
- Appreciate the methods of experimental science if taking a lab course.

Cooperative Engineering Program

Students who participate in a cooperative engineering program (3-2 engineering) with a major in Physics are normally required to take 32 semester hours in Physics including the Junior Seminar. These students should begin their study of Physics with PHYS 110. In some cases students in cooperative engineering programs may take less Physics credit at Allegheny and additional physics courses while at engineering school. They must also complete an introductory chemistry sequence and one semester of computer science.

Physics Major

The Physics major is a program in the **Mathematics and Natural Sciences** Area of Study.

Physics Major Learning Outcomes

Students who successfully complete a major in Physics are expected to

- Demonstrate strong analytical and problem-solving skills and some degree of physical intuition;
- Have a broad understanding of the fundamentals of physics, the connections between the different areas of physics and the limitations of each;
- Be able to design and carry-out an independent research project;
- Understand the societal impacts of science and technology;
- Appreciate physics as a valuable human endeavor.

The Physics major, consisting of 60 credits, leads to the Bachelor of Science degree. At graduation, Physics majors must have a GPA of at least 2.0 in the major. The calculation is based on all Physics courses taken at Allegheny on a letter-grade basis, with the following exception: courses below the 100-level (e.g. PHYS 021). Only the most recent grade is considered for courses that have been repeated. Only the first Physics course taken at Allegheny (usually PHYS 101 or PHYS 110) may be taken on a Credit/No Credit basis. A maximum of 24 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Physics has become rather broad, ranging from interdisciplinary subdisciplines in astrophysics, biophysics and chemical physics, to traditional subdisciplines in condensed matter physics and optical physics. In order to provide some focus for the student, each student who declares physics as a major must work with an advisor in the physics department to plan a course of study which may be either a standard physics emphasis or a major with an interdisciplinary emphasis. With the aid of his or her advisor, the student must prepare, for departmental approval, a written description and rationale for the course of study. This description must be submitted by the end of the fourth week of the junior year (typically fall semester). It must include a plan of courses to be taken and how those courses satisfy the student's goals.

Core Courses:

Mathematics:

12 credits

- MATH 141 - Calculus I with Precalculus, Part 2 *Credits:* 4

OR

- MATH 151 - Calculus I *Credits:* 4

- MATH 152 - Calculus II *Credits:* 4

OR

- MATH 270 - Optimization and Approximation *Credits:* 4

- PHYS 272 - Mathematics for Physical Science *Credits:* 4 (or **both** MATH 211 - Vector Calculus and Several Variable Integration and MATH 280 - Ordinary Differential Equations)

Core Physics Courses:

22 credits

With departmental approval, students may use PHYS 101 and PHYS 102 in place of PHYS 110 and PHYS 120.

- PHYS 110 - Core Concepts in Physics I *Credits:* 4
- PHYS 120 - Core Concepts in Physics II *Credits:* 4
- PHYS 210 - Core Concepts in Physics III *Credits:* 4
- PHYS 240 - Relativity *Credits:* 2
- PHYS 260 - Introduction to Thermal Physics *Credits:* 4
- FSPHY 201 - Investigative Approaches in Physics *Credits:* 4

Basic Science Courses:

- At least 4 credits from the Natural Science Division that are at the 100-level or above and are not in Physics or Mathematics. The department strongly recommends that these credits be taken during the first or second year.

Intermediate Courses:

- A minimum of 12 credits in Physics at the 300-level is required

Advanced Courses:

- At least 4 credits (that is, two 2 credit courses) in Physics at the 400-level.
- 2 credits of Junior Seminar (PHYS 580)
- At least 4 credits of Senior Project (PHYS 620, or PHYS 600 and PHYS 610).

Note:
The **standard physics** emphasis is for those students interested in pursuing a more traditional course of

study. These students would consider taking PHYS 310, PHYS 340, PHYS 330 or PHYS 350, PHYS 365, and PHYS 370 or PHYS 380. Any Physics course at the 400-level would be useful to this emphasis.

Examples of possible interdisciplinary emphases and possible courses beyond the core courses are described below:

- **Applied Physics:** Students interested in applied physics or who plan to go on into engineering disciplines might construct an emphasis that includes both experimental physics courses, PHYS 330 and PHYS 350 along with PHYS 310, PHYS 340 or PHYS 370, PHYS 365. CHEM 120, CHEM 122 and an additional chemistry course should also be considered. Most physics courses at the 400-level would be useful for this emphasis.
- **Astrophysics:** Students interested in physics and astronomy might construct an emphasis that includes PHYS 320; PHYS 310, PHYS 340 or PHYS 350, PHYS 365, and PHYS 380. Courses at the 400-level most useful for this emphasis would be PHYS 420-429.
- **Biophysics:** Students interested in the relationship between physics and biology might construct an emphasis that includes PHYS 330 or PHYS 350, PHYS 380, CHEM 120, and BIO 220. Other relevant courses are BIO 220, NEURO 110, and NEURO 405.
- **Chemical Physics:** Students interested in the relationship between physics and chemistry might construct an emphasis that includes PHYS 330 or PHYS 350, PHYS 370, and PHYS 380, along with CHEM 120, CHEM 122 and CHEM 231. Courses at the 400-level most useful for this emphasis would be PHYS 440-449.

Students are advised that if they are interested in pursuing graduate studies, there may be courses beyond the minimum requirements that they should consider. Such courses might include specific upper level physics courses as well as additional math, computer science, chemistry, or biology depending on the student's particular interest.

Astronomy Minor

The Astronomy minor is a program in the **Mathematics and Natural Science** Area of Study.

The Astronomy minor consists of 22 credits. At graduation, Astronomy minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. Only the first course required for the minor taken at Allegheny (usually PHYS 121) may be taken on a Credit/No Credit basis. A maximum of 12 transfer credits may be counted toward the minor, exceptions must be approved by the department chair.

Requirements:

- MATH 141 - Calculus I with Precalculus, Part 2 *Credits:* 4

OR

- MATH 151 - Calculus I *Credits:* 4

- PHYS 101 - Fundamentals of Physics I *Credits:* 4 **OR**
- PHYS 110 - Core Concepts in Physics I *Credits:* 4

- PHYS 121 - Foundations of Astronomy *Credits:* 4
- PHYS 320 - Astrophysics *Credits:* 4

A Course From:

- PHYS 420-429 - Current Topics in Astrophysics *Credits:* 2

One of the following courses or course sequences:

- CHEM 120 - Chemical Concepts 1 *Credits:* 4 and
- CHEM 122 - Chemical Concepts 2 *Credits:* 4

- GEO 110 - Physical Geology *Credits:* 4
- PHIL 230 - Science in Its Cultural Setting *Credits:* 4
- PHYS 102 - Fundamentals of Physics II *Credits:* 4
- Any higher-level Physics course

Note:
With permission of the department, PHYS 021 may substitute for PHYS 121.

Physics Minor

The Physics minor is a program in the **Mathematics and Natural Sciences** Area of Study.

Physics Minor Learning Outcomes

Students who successfully complete a minor in Physics are expected to

- Demonstrate strong analytical and problem-solving skills,
- Have a broad understanding of the fundamentals of physics, the connections between some of the different areas of physics and the limitations of each,
- Understand the societal impacts of science and technology,
- Appreciate physics as a valuable human endeavor.

The Physics minor consists of 20 credits, at least eight of which must be taken at Allegheny. At graduation, Physics minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. Only the first Physics course taken at Allegheny (usually PHYS 101 or PHYS 110) may be taken on a Credit/No Credit basis. A maximum of 12 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

Requirements:

- PHYS 110 - Core Concepts in Physics I *Credits:* 4 **OR**
- PHYS 101 - Fundamentals of Physics I *Credits:* 4

- PHYS 120 - Core Concepts in Physics II *Credits:* 4 **OR**
- PHYS 102 - Fundamentals of Physics II *Credits:* 4

- PHYS 210 - Core Concepts in Physics III *Credits:* 4

Electives (Eight Credits):

At least four credits must be at the 300 or 400 level.

Political Science

Professors Bloeser, Harward, Kirschner, Mattiace, Oliver, Wesoky, Williams

The Department of Political Science offers courses in: Culture and Politics; Globalization and Transnational Politics; Institutions and Processes; Policy Studies; and Problems in Democracy. These courses are designed to help students understand politics, political behavior, and political life and discourse, as well as the institutions and processes through which public policy is formed, in different political systems by: a) examining enduring value issues such as freedom, justice, equality, order, and power; b) exploring the practical and ethical implications of contemporary issues in public policy; c) providing alternative methodological approaches (quantitative, interpretative, dialectical, literary, cultural) to the analysis of politics; d) studying the great texts of political thought; and e) leading students to examine critically their own political beliefs and values and those of others.

Political Science Learning Outcomes

Students in the Political Science department are expected to achieve the Learning Outcomes listed below in three areas: Values, Knowledge, and Skills.

Values. Students will:

- Value the rights and responsibilities that spring from membership in a democratic political community.
- Appreciate the diversity of values and beliefs that constitute different political traditions.

Knowledge. Students will:

- Demonstrate an understanding of basic political institutions and processes that shape both domestic and global politics.
- Be able to apply disciplinary knowledge to critically assess important public issues.
- Understand theoretical approaches to the study of power, authority, and justice.

Skills. Students will:

- Be able to critically examine political phenomena, evaluate conflicting arguments, assemble and present empirical evidence, make reasoned conclusions from that evidence, and connect these conclusions to theoretical paradigms and/or practical experiences and considerations.
- Be prepared to engage in informed, literate conversations, both written and oral, regarding important political issues.

Political Science Major

The Political Science major is a program in the **Social and Behavioral Science** Area of Study.

Political Science Major Learning Outcomes

Students who successfully complete a major in Political Science are expected to be able to:

- Value the rights and responsibilities that spring from membership in a democratic political community.
- Appreciate the diversity of values and beliefs that constitute different political traditions.
- Demonstrate an understanding of basic political institutions and processes that shape both domestic and global politics.
- Apply disciplinary knowledge to critically assess important public issues
- Understand theoretical approaches to the study of power, authority and justice
- Critically examine political phenomena, evaluate conflicting arguments, assemble and present empirical evidence, make reasoned conclusions from that evidence and connect these conclusion to theoretical paradigms and/or practical experiences and considerations
- Be prepared to engage in informed, literate conversation as both written and oral, regarding important political issues

The Political Science major, consisting of 46 (or, in some cases, 45) credits, leads to the Bachelor of ARts degree. At graduation, Political Science majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all Allegheny courses presented for the major. Only the most recent grade is considered for courses that have been repeated. Students other than transfer students may present a total of 16 semester hours toward the major on a Credit/No Credit basis from a) courses taken at other approved institutions or b) specially arranged internships. Any additional credits beyond the 16-credit limit must be approved by the department chair. All other courses must be taken on a letter-grade basis. One AP course (U.S. Politics or Comparative Politics) will be accepted on a Credit/No Credit basis as a substitute for the department's introductory course, but cannot be used to satisfy the department's subfield distribution requirement. A maximum of 20 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

All majors must present two introductory courses from POLSC 110, POLSC 120, POLSC 130, and POLSC 140; students are strongly encouraged to complete these by the end of the sophomore year. Three introductory courses may count toward the major. Majors must also present at least three Political Science courses at the 300- or 400-level. Students must complete one junior seminar from POLSC 580-POLSC

587; generally two junior seminars of varying topics are offered each year. Students must complete the segmented senior project (POLSC 600, POLSC 610; six credits total). Both POLSC 600 and POLSC 610 must be taken on the letter-grade basis.

From the following, all majors must complete three courses each in two categories. Double counting of courses (some courses fall into more than one category) is permitted.

Culture and Politics:

Culture is said to be a key factor in shaping our political lives. The courses below explore political culture in different ways and in different domains, but all share one or more of the following themes:

1. Culture as norms informing policies, institutions, and behaviors;
2. Culture as influencing inequalities, movements, and change;
3. Culture as a politically created and contested terrain.

- POLSC 215 - Politics in Popular Culture *Credits:* 4
- POLSC 217 - Gender and American Politics *Credits:* 4
- POLSC 220 - Democracy for the Few? Political Parties, Interest Groups, and Social Movements *Credits:* 4
- POLSC 221 - Law, Courts, and Judicial Processes *Credits:* 4
- POLSC 228 - Government and Politics of China *Credits:* 4
- POLSC 232 - Government and Politics of the Middle East *Credits:* 4
- POLSC 235 - Government and Politics of Latin America *Credits:* 4
- POLSC 261 - U.S.-Latin American Relations *Credits:* 4
- POLSC 280 - The Tragedy of Citizenship *Credits:* 4
- POLSC 285 - American Political Thought *Credits:* 4
- POLSC 336 - East Asian Democracy: Theory and Practice *Credits:* 4
- POLSC 344 - The Politics and Psychology of Persuasion and Prejudice *Credits:* 4
- POLSC 348 - Participatory Democracy and Community Organizing *Credits:* 4
- POLSC 355 - The Arab-Israeli Conflict *Credits:* 4
- POLSC 387 - Comparative Political Theory *Credits:* 4
- POLSC 482 - Race and the American Political Mind *Credits:* 4

Globalization and Transnational Politics:

Studies of transnationalism focus on the effects of norms, ideas, people, policies, movements, networks, and institutions that cross national boundaries. Transnational phenomena increasingly challenge how political scientists think about economies, national boundaries, and sovereignty. Studies of globalization examine the intensification of transnationalism. In our classes on globalization and transnationalism, students will learn to:

1. Investigate the ways that global or transnational forces shape the regional, national, and local arenas and vice versa;
2. Analyze transnational and global phenomena as contested, uneven, and value-laden;
3. Evaluate the costs and benefits of globalization for individuals and collectivities.

- POLSC 226 - Government and Politics of Europe *Credits:* 4
- POLSC 242 - Immigration and Citizenship *Credits:* 4
- POLSC 248 - Human Rights *Credits:* 4
- POLSC 261 - U.S.-Latin American Relations *Credits:* 4
- POLSC 265 - Globalization and Development *Credits:* 4
- POLSC 276 - Imagining New Political Futures *Credits:* 4
- POLSC 328 - Political Economy of Labor *Credits:* 4
- POLSC 330 - Megacities *Credits:* 4
- POLSC 354 - War and Peace in the Middle East *Credits:* 4
- POLSC 355 - The Arab-Israeli Conflict *Credits:* 4
- POLSC 387 - Comparative Political Theory *Credits:* 4
- POLSC 427 - The European Union *Credits:* 4
- POLSC 459 - Civil Wars *Credits:* 4

Institutions and Processes:

Struggles over the rules of the game–institutions and processes–reside at the center of political debates. Institutions structure and constrain the context of political action and policymaking. They are persistent, structured, and comparable across time and political communities and are not politically neutral. Indeed, policy biases can be directly linked to institutional biases that structure the decision-making environment of political actors. As a consequence, policy debates are actually conflicts about which rules and structures are proper and which outcomes are preferred. In courses in "Institutions and Processes" students will:

1. Explore how institutions emerge, persist, change, and decay;
2. Examine and explain political behavior that occurs within the context of non-neutral rules and procedures;
3. Reflect on ways that the preferences of political actors interact with institutions to generate specific policy outcomes.

- POLSC 221 - Law, Courts, and Judicial Processes *Credits:* 4
- POLSC 226 - Government and Politics of Europe *Credits:* 4
- POLSC 227 - Political Economy of Europe *Credits:* 4
- POLSC 228 - Government and Politics of China *Credits:* 4
- POLSC 232 - Government and Politics of the Middle East *Credits:* 4
- POLSC 235 - Government and Politics of Latin America *Credits:* 4
- POLSC 301 - Constitutional Law: Powers of Government *Credits:* 4
- POLSC 317 - US Campaigns and Elections *Credits:* 4
- POLSC 318 - Politics and the Media *Credits:* 4
- POLSC 321 - Urban Government and Politics *Credits:* 4

- POLSC 322 - Climate and Energy Policy *Credits:* 4 **OR**
- ENVSC 380 - Climate and Energy Policy *Credits:* 4

- POLSC 330 - Megacities *Credits:* 4

- POLSC 333 - Gender and the Welfare State in Comparative Perspective *Credits:* 4
- POLSC 354 - War and Peace in the Middle East *Credits:* 4
- POLSC 412 - U.S. Congress *Credits:* 4
- POLSC 413 - U.S. Presidency *Credits:* 4
- POLSC 414 - Bureaucratic Politics *Credits:* 4
- POLSC 427 - The European Union *Credits:* 4
- POLSC 441 - Mexican Politics *Credits:* 4
- POLSC 459 - Civil Wars *Credits:* 4

Policy Studies:

Public policy is the formal realization of ideas, norms, and political objectives through governmental and international actions, rules, and the creation of new organizational forms. Public policy analysis uses methodologies such as case studies, game theory, and statistics to better understand the origin and delivery of public policy. In our classes on public policy, student will learn to:

1. Evaluate the effectiveness of a policy and to compare systematically across policy options;
2. Trace the origin of and debate over public policies, looking at how legislative demands, interest groups, constituent interests, and political entrepreneurs all shape the eventual form that policy takes;
3. Assess the impact of policy on individuals, vulnerable groups, movements, and institutions, as well as on norms and political culture.

- POLSC 211 - Women and Public Policy *Credits:* 4
- POLSC 227 - Political Economy of Europe *Credits:* 4
- POLSC 242 - Immigration and Citizenship *Credits:* 4
- POLSC 248 - Human Rights *Credits:* 4
- POLSC 261 - U.S.-Latin American Relations *Credits:* 4
- POLSC 265 - Globalization and Development *Credits:* 4
- POLSC 303 - Constitutional Law: Civil Rights and Civil Liberties *Credits:* 4

- POLSC 319 - Policing, Resistance, and Justice? *Credits:* 4 **OR**
- COMJ 319 - Policing, Resistance, and Justice? *Credits:* 4

- POLSC 322 - Climate and Energy Policy *Credits:* 4 **OR**
- ENVSC 380 - Climate and Energy Policy *Credits:* 4

- POLSC 328 - Political Economy of Labor *Credits:* 4
- POLSC 333 - Gender and the Welfare State in Comparative Perspective *Credits:* 4
- POLSC 344 - The Politics and Psychology of Persuasion and Prejudice *Credits:* 4
- POLSC 414 - Bureaucratic Politics *Credits:* 4
- POLSC 424 - Inequality and Social Policy *Credits:* 4
- POLSC 489 - Statistics and Data Analysis *Credits:* 4

Problems in Democracy:

Democracy and the corollary "self-evident truth" that all human beings are created equal has become a widely accepted basis for legitimate government in the modern era. However, the meaning of democracy remains contested. Is democracy simply a form of government, or does it also include social, economic, and cultural practices and institutions? To what extent, and in what ways, does the health and survival of democracy depend upon the character and behavior of citizens? The establishment and preservation of democracy depends upon how we answer such questions, and for that reason, such questions continue to confront democratic theory and practice. In courses on the "problems of democracy," students will learn to:

1. Recognize and evaluate competing conceptions of democracy by developing arguments and using evidence;
2. Identify and confront the challenges of establishing and preserving freedom, equality, and order through democratic practices;
3. Recognize, confront, and where necessary rework the assumptions, values, and habits/behavior that shape our thinking about democracy and the responsibilities of democratic citizenship.

- POLSC 211 - Women and Public Policy *Credits:* 4
- POLSC 217 - Gender and American Politics *Credits:* 4
- POLSC 220 - Democracy for the Few? Political Parties, Interest Groups, and Social Movements *Credits:* 4
- POLSC 242 - Immigration and Citizenship *Credits:* 4
- POLSC 276 - Imagining New Political Futures *Credits:* 4
- POLSC 280 - The Tragedy of Citizenship *Credits:* 4
- POLSC 285 - American Political Thought *Credits:* 4
- POLSC 303 - Constitutional Law: Civil Rights and Civil Liberties *Credits:* 4
- POLSC 317 - US Campaigns and Elections *Credits:* 4
- POLSC 318 - Politics and the Media *Credits:* 4

- POLSC 319 - Policing, Resistance, and Justice? *Credits:* 4 **OR**
- COMJ 319 - Policing, Resistance, and Justice? *Credits:* 4

- POLSC 336 - East Asian Democracy: Theory and Practice *Credits:* 4
- POLSC 348 - Participatory Democracy and Community Organizing *Credits:* 4
- POLSC 424 - Inequality and Social Policy *Credits:* 4
- POLSC 441 - Mexican Politics *Credits:* 4
- POLSC 459 - Civil Wars *Credits:* 4
- POLSC 482 - Race and the American Political Mind *Credits:* 4

Note:
Major programs may be arranged in combination with other departments. Students who are interested in double majors, or in creating a student designed major, should see the department chair. Students who wish to declare either a major in Political Science or a combined major involving Political Science should obtain a copy of the junior-senior program from the department. All majors must follow this program. Students are encouraged to discuss with their academic advisors those cognate courses that should be scheduled to enhance the particular focus of the Political Science or combined major they select.

Political Science majors who anticipate applying to the Washington Semester, Washington Center, or similar programs should discuss these plans with their advisor as soon as possible. Those wishing to study abroad or to declare an International Studies major should contact the International Studies program chair, Professor Reeck. All students who wish to take part in an internship should speak with their advisors and the department liaison referred to in the internship descriptions below. Students may offer a maximum of eight semester hours of coursework from internships.

Political Science Minor

The Political Science minor is a program in the **Social and Behavioral Science** Area of Study.

Political Science Minor Learning Outcomes

Students who successfully complete a minor in Political Science are expected to be able to:

- Value the rights and responsibilities that spring from membership in a democratic political community.
- Appreciate the diversity of values and beliefs that constitute different political traditions.
- Demonstrate an understanding of basic political institutions and processes that shape both domestic and global politics.
- Demonstrate an understanding of how disciplinary knowledge can contribute to a critical assessment of important public issues.
- Understand theoretical approaches to the study of power, authority, and justice.
- Critically examine political phenomena, evaluate conflicting arguments, appropriately interpret empirical evidence, make reasoned conclusions from that evidence and connect these conclusions to theoretical approaches and/or practical experiences and considerations.
- Be prepared to engage in informed and literate conversation, both written and oral, regarding important political issues.

The Political Science minor consists of 20 credits. At graduation, Political Science minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All courses for the minor taken at Allegheny must be taken on a letter grade basis. A maximum of 12 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

The minor field program in Political Science requires a minimum of 20 semester hours of coursework, including one of POLSC 110, POLSC 120, POLSC 130, POLSC 140 and four elective courses from POLSC 190 through POLSC 589. Two of the four elective courses must be at the 300 level or above. All courses for the minor taken at Allegheny must be taken on a letter-grade basis. Students who wish to declare a minor should see the chair of the Political Science department, Professor Harward.

Psychology

Professors Paulson (Chair), Bertholomey, Blair, Chowdhury, Frambes, J.R. Hollerman, Normile, Pickering, Warren

Psychology is a field of inquiry devoted to understanding human thought and behavior. Although largely concerned with the study of humans, other animals are studied as well, often with specific interest in comparing their behavior to that of humans. Psychology is a blend of paradigms or ways of understanding. Some approaches view psychology as a science, while others emphasize the applied, eclectic nature of the discipline. Psychology has its roots and shares its goals with many neighboring fields such as philosophy, physiology and sociology. The Psychology Department faculty reflects the diverse nature of the discipline by representing a wide range of conceptions and interests in psychology.

Courses in the department address issues such as how our biological nature prepares us for the ways in which we behave; the impact of developmental tasks on our conceptions of who we are; the ways in which we learn, perceive, and remember; how individual differences develop and shape our lives; and the extent to which we are susceptible to social influences. The major program is designed to provide both breadth and depth in the field. Students take coursework in the basic principles and methods of psychology and from the major subfields. In addition, advanced courses provide in-depth work in areas of particular interest. The major in Psychology is designed to support students who wish to pursue the major as a liberal arts focus as well as those who plan to enter graduate school.

Psychology Learning Outcomes

- Demonstrate familiarity with Psychology's subfields, broad knowledge of key concepts, theories, empirical findings, research trends in, and applications of psychological science.
- Demonstrate scientific literacy by interpreting, evaluating, designing, and conducting ethical scientific research of psychological phenomena.
- Effectively communicate psychological science through speaking, writing, and employing relevant technological skills.
- Exhibit personal and professional development through independent and collaborative project management, and self-reflection.
- Understand sociocultural diversity and structural inequalities, apply psychological principles to address practical issues related to sociocultural diversity and structural inequalities.

Psychology Major

The Psychology major is a program in the Social and Behavioral Science Area of Study.

Psychology Major Learning Outcomes

- Demonstrate familiarity with Psychology's subfields, broad knowledge of key concepts, theories, empirical findings, research trends in, and applications of psychological science.
- Demonstrate scientific literacy by interpreting, evaluating, designing, and conducting ethical scientific research of psychological phenomena.

- Effectively communicate psychological science through speaking, writing, and employing relevant technological skills.
- Exhibit personal and professional development through independent and collaborative project management, and self-reflection.
- Understand sociocultural diversity and structural inequalities, apply psychological principles to address practical issues related to sociocultural diversity and structural inequalities.

The Psychology major, consisting of 44 credits, leads to the Bachelor of Arts or Bachelor of Science degree (students may elect to receive either degree). At graduation, Psychology majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. All courses for the Psychology major must be taken for a letter grade. A maximum of 16 transfer credits may be counted toward the major, exceptions must be approved by the department chair.

Requirements:

- PSYCH 110 - Foundations of Psychology *Credits:* 4
- PSYCH 206 - Research Methods in Psychology *Credits:* 4
- PSYCH 207 - Statistical Methods in Psychology *Credits:* 4

One course from each of the three Core Area Categories:

Basic Processes:

- PSYCH 150-PSYCH 159

Human Processes:

- PSYCH 160-PSYCH 169

Individual Differences:

- PSYCH 170-PSYCH 179

Three Four-Credit Courses:

At the 300 or 400 level or 500-540, one of which addresses structures of power and privilege ("SPP").

The following courses satisfy the SPP requirement:

- PSYCH 350 - Clinical Psychology *Credits:* 4
- PSYCH 375 - Community Psychology *Credits:* 4
- PSYCH 404 - Child Clinical Psychology *Credits:* 4
- PSYCH 423 - Gender and Families *Credits:* 4
- PSYCH 450 - Contemporary Social Issues *Credits:* 4
- PSYCH 452 - Psychology of Prejudice *Credits:* 4

- PSYCH 464 - Psychology of Intergroup Conflict and Violence *Credits:* 4
- PSYCH 469 - Legal Psychology *Credits:* 4
- PSYCH 482 - Intercultural Mental Health *Credits:* 4

Junior Seminar:

- PSYCH 550-PSYCH 589

Senior Project:

- PSYCH 600 - Senior Project *Credits:* 2 **AND**
- PSYCH 610 - Senior Project *Credits:* 4 **OR**
- PSYCH 620 - Senior Project *Credits:* 4 **OR**
- PSYCH 630 - Senior Project Seminar *Credits:* 4

Psychology Minor

The Psychology minor is a program in the **Social and Behavioral Science** Area of Study. Psychology minors may not major in Neuroscience.

Psychology Minor Learning Outcomes

- Demonstrate familiarity with Psychology's subfields, broad knowledge of key concepts, theories, empirical findings, research trends in, and applications of psychological science.
- Demonstrate scientific literacy by interpreting, evaluating, designing, and conducting ethical scientific research of psychological phenomena.
- Effectively communicate psychological science through speaking, writing, and employing relevant technological skills.
- Exhibit personal and professional development through independent and collaborative project management, and self-reflection.
- Understand sociocultural diversity and structural inequalities, apply psychological principles to address practical issues related to sociocultural diversity and structural inequalities.

The Psychology minor consists of 20 credits. At graduation, Psychology minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All courses for the Psychology minor must be taken for a letter grade. A maximum of 8 transfer credits may be counted toward the minor, exceptions must be approved by the department chair.

The minor program in Psychology requires the successful completion of a total of five courses (20 semester credit hours) as listed below.

Requirements:

- PSYCH 110 - Foundations of Psychology *Credits:* 4
- PSYCH 206 - Research Methods in Psychology *Credits:* 4

One course from each of two Core Area Categories:

Basic Processes:

- PSYCH 150-PSYCH 159

Human Processes:

- PSYCH 160-PSYCH 169

Individual Differences:

- PSYCH 170-PSYCH 179

One four-credit course at the 300- or 400-level or 500-540

Public Humanities

Faculty: Burleigh (Program Director), B. Miller (Program Director), Byrnes, Keysor, Luman, Riberio, Shaw, Sinha-Roy

The Public Humanities refers to taking specialized knowledge and rendering it accessible and engaging to non-specialist publics, and/or collaborating with publics beyond academia to create new knowledge and projects. Public Humanities is an interdisciplinary program that emphasizes the relevance of the humanities in the current conditions of civic and cultural life by engaging diverse audiences in dynamic conversations about democracy, art, history, technology, well-being, sustainability, sovereignty, cultural heritage, and social change. The Public Humanities major and minor prepares students to utilize methods, practices and skill sets necessary to communicate with a variety of publics about pressing social and cultural issues.

Public Humanities Major

The Public Humanities major is a program in the I**nterdisciplinary Studies** Area of Study. Public Humanities majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study.

Public Humanities Major Learning Outcomes

Learning Outcomes for students who graduate with a Public Humanities MAJOR:

- Content: Recognize the foundations of the Public Humanities as an interdisciplinary scholarly practice and the diverse theoretical perspectives that characterize this field of study.
- Collaboration: work collaboratively and effectively with constituencies outside of the college, especially community-based program partners.

- Critical and Ethical Assessment: Critically assess the purpose of humanities-based inquiry in public contexts. Evaluate the ethics of social engagement and investigate the complexities of the idea of the public.
- Methods: Successfully use a variety of tools for public engagement which could include museum and archival curation and categorization, best practices in working with oral histories and Institutional Review Board, and specific advanced training in Digital Humanities tools.
- Public-Facing Communication: Effectively convey complex ideas to non-specialist publics.

The Public Humanities major, consisting of 44 credits, leads to the Bachelor of Arts degree. At graduation, Public Humanities majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all courses taken at Allegheny for the major. Only the most recent grade is considered for courses that have been repeated. All courses taken for the major must be taken on the letter-grade basis. A maximum of eight transfer credits may be counted toward the major; exceptions must be approved by the department chair.

The Major consists of an 8-credit core; 8 credits of methods course work; 16 credits of course work in one of the following tracks: *Space & Place, Museums & Collections, Advocacy & Social Justice, Memory Studies, and Public Writing*; 2 credits of experiential learning (EXL, internship, or GL Study Away); Junior Seminar; and a 6 credit Senior Project.

Core Coursework 12 credit hours)

Must Complete (4 credit hours)

- HIST 170 - Introduction to Public History *Credits:* 4

Must complete TWO of the following (8 credits)

- ART 115 - Art History and the Birth of the Museum *Credits:* 4
- BLKST 100 - Introduction to Black Studies *Credits:* 4
- CMPSC 104 - Document Engineering *Credits:* 4
- COMJ 160 - Foundations of Community & Justice Studies *Credits:* 4
- COMM 125 - Media and Culture *Credits:* 4
- ENVSC 110 - Introduction to Environmental Science *Credits:* 4

- HIST 162 - History of the United States to 1865 *Credits:* 4 **OR**
- HIST 163 - History of the United States, 1865-Present *Credits:* 4

- RELST 180 - Religion in American Life *Credits:* 4
- WGSS 100 - Introduction to Women's, Gender, and Sexuality Studies *Credits:* 4

Methods Coursework: (4 credit hours)

Must complete ONE of the following (4 credits)

- ART 187 - Electronic & Intermedia Art *Credits:* 4

- CMPSC 100 - Computational Expression *Credits:* 4
- COMM 241 - Media and Cultural Criticism *Credits:* 4
- COMM 376 - Ethnographic Methods in Media and Cultural Studies *Credits:* 4
- Any ENGL 100-level
- FILM 171 - Filmmaking 1 *Credits:* 4
- FSHIS 201 - Communication in a Discipline: History *Credits:* 4
- JOURN 100 - News Writing *Credits:* 4

Public Humanities Tracks (16 credit hours)

Choose ONE of the following tracks and complete 16 credits of coursework

- Not all four 4-credit courses can come from the same department; students must take courses from at least two different departments
- Students may not double count courses that appear in the core and in a track, nor may students double count junior seminars with track courses
- At least eight credits in the track to be taken at or above the 300 level.

SPACE & PLACE:

Students pursuing the Space & Place track may be interested in environmental studies, cultural geographies, urban histories, and place making. Courses in the Space & Place track support future career pathways in entry level positions in city/urban planning, nonprofit programming and management (e.g. RAICES), community liaison, community garden manager, communications specialist, and sustainability coordinator.

- ARAB 370 - Arab and Muslim Voices Post 9/11 *Credits:* 4
- COMJ 280 - Power, Society, and Social Change *Credits:* 4
- COMM 281 - Integrated Marketing Communications *Credits:* 4
- COMM 320 - Media & Global Cultures *Credits:* 4
- ENGL 230 - British Literatures *Credits:* 4
- ENGL 231 - American Literatures *Credits:* 4

- ENVSC 365 - How Green is Green? German Environmentalisms *Credits:* 4 **OR**
- GERMN 365 - How Green is Green? German Environmentalisms *Credits:* 4

- ENVSC 372 - Judaism, Justice, and Food *Credits:* 4 **OR**
- RELST 372 - Judaism, Justice, and Food *Credits:* 4

- ENVSC 380 - Climate and Energy Policy *Credits:* 4 **OR**
- POLSC 322 - Climate and Energy Policy *Credits:* 4

- GHS 254 - Anthropology of Food *Credits:* 4
- HIST 341 - American Environmental History *Credits:* 4
- HIST 345 - Skyscrapers, Slums, and Sprawl *Credits:* 4

- POLSC 215 - Politics in Popular Culture *Credits:* 4
- POLSC 280 - The Tragedy of Citizenship *Credits:* 4
- RELST 360 - Religion and Ecology *Credits:* 4
- WGSS 255 - Women and Migration *Credits:* 4

MUSEUMS & COLLECTIONS:

Students pursuing the Museums & Collections track may be interested in digital and/or oral storytelling projects, ethnography, memory studies, museums, art history, and curatorial studies. Courses in the Museums & Collections track support future career pathways in museums and other institutions of display, archives, library science, content creation, and documentary making.

- ARAB 370 - Arab and Muslim Voices Post 9/11 *Credits:* 4
- ART 250 - Contemporary Strategies in Art *Credits:* 4
- ART 252 - Feminist Art Histories *Credits:* 4
- ART 350 - Contemporary Art Writing *Credits:* 4
- COMM 251 - Gender and Popular Culture *Credits:* 4
- COMM 320 - Media & Global Cultures *Credits:* 4
- COMM 376 - Ethnographic Methods in Media and Cultural Studies *Credits:* 4
- FILM 300 - Filmmaking 2 *Credits:* 4
- HIST 358 - Migrants & Refugees in the 20th Century *Credits:* 4
- WGSS 300 - Feminist and Queer Theory *Credits:* 4

ADVOCACY & SOCIAL JUSTICE:

Students pursuing the Advocacy & Social Justice track may be interested in social advocacy, food justice, technology access, and politics. Courses in the Advocacy & Social Justice track support future career pathways in community-engaged nonprofits and NGOs.

- BLKST 236 - African-American/Diasporic Literatures *Credits:* 4 **OR**
- ENGL 236 - African-American/Diasporic Literatures *Credits:* 4

- BLKST 300 - Critical Race Theory *Credits:* 4
- BLKST 305 - Black Feminist Thought *Credits:* 4
- COMJ 280 - Power, Society, and Social Change *Credits:* 4
- COMJ 460 - Community Organizing and Civic Professionalism *Credits:* 4
- COMM 351 - Media and Inequality *Credits:* 4
- COMM 360 - Communication Rhetoric and Civic Engagement *Credits:* 4
- ENGL 232 - LatinX Literatures *Credits:* 4
- ENVSC 352 - Environmental Justice *Credits:* 4

- ENVSC 372 - Judaism, Justice, and Food *Credits:* 4 **OR**
- RELST 372 - Judaism, Justice, and Food *Credits:* 4

- ENVSC 427 - Culture, Power, Environment *Credits:* 4

- PHIL 340 - Freedom, Addiction and the Opioid Crisis *Credits:* 4
- POLSC 220 - Democracy for the Few? Political Parties, Interest Groups, and Social Movements *Credits:* 4
- POLSC 248 - Human Rights *Credits:* 4
- POLSC 344 - The Politics and Psychology of Persuasion and Prejudice *Credits:* 4
- RELST 360 - Religion and Ecology *Credits:* 4
- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 310 - Gendered Violence *Credits:* 4

MEMORY STUDIES:

Students pursuing the Memory Studies track may be interested in how historical knowledge operates in the public sphere, surfacing previously hidden or under-represented histories, examining power dynamics inherent to history writing, decolonizing knowledge, and global media cultures. Courses in the Memory Studies track support future career pathways in historical societies and other history organizations, federal and state government opportunities within the National Park Service, Department of State Office of the Historian, Senate Historical Office, historical consulting firms, media art and memorialization projects, documentaries and multimedia historical recovery projects, and archival management.

- BLKST 255 - African-American History to 1865 *Credits:* 4 **OR**
- HIST 255 - African-American History to 1865 *Credits:* 4

- BLKST 257 - African-American History since 1865 *Credits:* 4 **OR**
- HIST 257 - African-American History since 1865 *Credits:* 4

- BLKST 300 - Critical Race Theory *Credits:* 4
- BLKST 305 - Black Feminist Thought *Credits:* 4
- COMM 320 - Media & Global Cultures *Credits:* 4
- ENGL 232 - LatinX Literatures *Credits:* 4
- HIST 261 - A Survey of American Women's History *Credits:* 4
- HIST 269 - The Sixties in America *Credits:* 4
- HIST 277 - An American History of the Body *Credits:* 4
- HIST 347 - Tax and Spend *Credits:* 4
- HIST 358 - Migrants & Refugees in the 20th Century *Credits:* 4
- POLSC 211 - Women and Public Policy *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4
- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 211 - Queer Lives *Credits:* 4
- WGSS 255 - Women and Migration *Credits:* 4

PUBLIC WRITING:

Students pursuing the Public Writing track may be interested in the communication of specialized knowledge to broader audiences, and content creation on new media platforms. Courses in the Public

Writing track support future careers in podcasting, advertising, journalism, editing screenplay writing for films, online game story development, publishing, technical writing, public relations, and web design.

- ARAB 350 - Modern Arabic Novel in Translation *Credits:* 4
- ART 350 - Contemporary Art Writing *Credits:* 4
- CMPSC 302 - Web Design *Credits:* 4
- COMM 281 - Integrated Marketing Communications *Credits:* 4
- COMM 301 - Advertising and Brand Storytelling *Credits:* 4
- ENGL 207 - Editing and Publishing *Credits:* 4
- ENGL 208 - Professional Communication *Credits:* 4
- ENGL 210 - Writing Creative Nonfiction *Credits:* 4
- ENGL 305 - Forms of Nonfiction *Credits:* 4
- ENGL 350 - Children's Literature *Credits:* 4
- ENGL 360 - Language, Theory, and Practice *Credits:* 4
- ENGL 410 - Advanced Workshop in Creative Nonfiction *Credits:* 4
- POLSC 318 - Politics and the Media *Credits:* 4

Experiential Learning:

Students must complete at least 2 credits of EXL 529. Instead of EXL 529, students may choose to take at least 2 credits of: ART 520, Erie Art Museum Internship; JOURN 501 & JOURN 502, Internship: The Campus I & II; or HIST 506 Intern: Archivist Pelletier Library.

Possible internship sites for EXL 529 include (but are not limited to):

- Gettysburg National Park
- Baldwin Reynolds House Museum
- Meadville Market House
- Crawford County Historical Society
- Crawford County Tourism Bureau
- Conneaut Lake Historical Society
- French Creek Valley Railroad Historical Society
- Pymatuning State Park (DCNR)
- Meadville Public Library
- French Creek Valley Conservancy
- Margaret Shontz Memorial Library
- Drake Well Museum

Advanced

Must complete ALL of the following (10 credits)

Junior Seminar

- ART 584 - Contemporary Institutions of Display *Credits:* 4

Senior Project

- PHUM 600 - Senior Project I *Credits:* 2
- PHUM 610 - Senior Project II *Credits:* 4

Public Humanities Minor

The Public Humanities minor is a program in the **Interdisciplinary Studies** Area of Study. Psychology minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

Public Humanities Minor Learning Outcomes

Students who graduate with a Public Humanities MINOR will be able to:

- Work collaboratively and effectively with constituencies outside of the college, especially community-based program partners.
- Evaluate the ethics of social engagement and investigate the complexities of the idea of the public.
- Successfully use tools for public engagement which could include museum and archival curation and categorization, best practices in working with oral histories and Institutional Review Board, and specific advanced training in Digital Humanities tools.

The Public Humanities minor consists of 24 credits. At graduation, Public Humanities minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses taken at Allegheny and presented for the minor. Only the most recent grade is considered for courses that have been repeated. All courses required for the minor must be taken on a letter grade basis. A maximum of 8 transfer credits may be counted towards the minor; exceptions must be approved by the department chair.

COURSE WORK

CORE (4 credit hours)

Must Take (4 credit hours)

- HIST 170 - Introduction to Public History *Credits:* 4

Methods Coursework (4 credit hours)

Must complete ONE of the following (4 credits)

- ART 187 - Electronic & Intermedia Art *Credits:* 4
- CMPSC 100 - Computational Expression *Credits:* 4
- Any ENGL 100-level
- FILM 171 - Filmmaking 1 *Credits:* 4
- FSHIS 201 - Communication in a Discipline: History *Credits:* 4

- JOURN 100 - News Writing *Credits:* 4

Tracks (12 credit hours)

Choose THREE courses from ONE of the following tracks.

- Not all four 4-credit courses can come from the same department; students must take courses from at least two different departments
- Students may not double count courses that appear in the core and in a track.

SPACE & PLACE

Students pursuing the Space & Place track may be interested in environmental studies, cultural geographies, urban histories, and place making. Courses in the Space & Place track support future career pathways in entry level positions in city/urban planning, nonprofit programming and management (e.g. RAICES), community liaison, community garden manager, communications specialist, and sustainability coordinator.

- ARAB 370 - Arab and Muslim Voices Post 9/11 *Credits:* 4
- COMM 281 - Integrated Marketing Communications *Credits:* 4
- ENGL 230 - British Literatures *Credits:* 4
- ENGL 231 - American Literatures *Credits:* 4

- ENVSC 365 - How Green is Green? German Environmentalisms *Credits:* 4 **OR**
- GERMN 365 - How Green is Green? German Environmentalisms *Credits:* 4

- ENVSC 372 - Judaism, Justice, and Food *Credits:* 4 **OR**
- RELST 372 - Judaism, Justice, and Food *Credits:* 4

- GHS 254 - Anthropology of Food *Credits:* 4
- POLSC 215 - Politics in Popular Culture *Credits:* 4
- POLSC 280 - The Tragedy of Citizenship *Credits:* 4
- WGSS 255 - Women and Migration *Credits:* 4

MUSEUMS & COLLECTIONS:

Students pursuing the Museums & Collections track may be interested in digital and/or oral storytelling projects, ethnography, memory studies, museums, art history, and curatorial studies. Courses in the Museums & Collections track support future career pathways in museums and other institutions of display, archives, library science, multimedia content creation, and documentary making.

- ARAB 370 - Arab and Muslim Voices Post 9/11 *Credits:* 4
- ART 115 - Art History and the Birth of the Museum *Credits:* 4
- ART 250 - Contemporary Strategies in Art *Credits:* 4
- ART 252 - Feminist Art Histories *Credits:* 4
- ART 350 - Contemporary Art Writing *Credits:* 4

- COMM 251 - Gender and Popular Culture *Credits:* 4
- FILM 171 - Filmmaking 1 *Credits:* 4
- FILM 300 - Filmmaking 2 *Credits:* 4
- HIST 358 - Migrants & Refugees in the 20th Century *Credits:* 4
- WGSS 300 - Feminist and Queer Theory *Credits:* 4

ADVOCACY & SOCIAL JUSTICE

Students pursuing the Advocacy & Social Justice track may be interested in social justice and advocacy careers, food justice, public policy, as well DEI work. Courses in the Advocacy & Social Justice track support future career pathways in community-engaged corporations, nonprofits, government agencies and NGOs.

- BLKST 236 - African-American/Diasporic Literatures *Credits:* 4 **OR**
- ENGL 236 - African-American/Diasporic Literatures *Credits:* 4

- ENGL 232 - LatinX Literatures *Credits:* 4
- ENVSC 352 - Environmental Justice *Credits:* 4

- ENVSC 372 - Judaism, Justice, and Food *Credits:* 4 **OR**
- RELST 372 - Judaism, Justice, and Food *Credits:* 4

- POLSC 220 - Democracy for the Few? Political Parties, Interest Groups, and Social Movements *Credits:* 4
- POLSC 248 - Human Rights *Credits:* 4
- POLSC 344 - The Politics and Psychology of Persuasion and Prejudice *Credits:* 4
- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4

MEMORY STUDIES:

Students pursuing the Memory Studies track may be interested in how historical knowledge operates in the public sphere, surfacing previously hidden or under-represented histories, examining power dynamics inherent to history writing, decolonizing knowledge, and global media cultures. Courses in the Memory Studies track support future career pathways in historical societies and other history organizations, federal and state government opportunities within the National Park Service, Department of State Office of the Historian, Senate Historical Office, historical consulting firms, media art and memorialization projects, documentaries and multimedia historical recovery projects, and archival management.

- BLKST 255 - African-American History to 1865 *Credits:* 4 **OR**
- HIST 255 - African-American History to 1865 *Credits:* 4

- BLKST 257 - African-American History since 1865 *Credits:* 4 **OR**
- HIST 257 - African-American History since 1865 *Credits:* 4
- ENGL 232 - LatinX Literatures *Credits:* 4
- HIST 261 - A Survey of American Women's History *Credits:* 4

- HIST 269 - The Sixties in America *Credits:* 4
- HIST 277 - An American History of the Body *Credits:* 4
- HIST 347 - Tax and Spend *Credits:* 4
- HIST 358 - Migrants & Refugees in the 20th Century *Credits:* 4
- POLSC 211 - Women and Public Policy *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4
- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4
- WGSS 211 - Queer Lives *Credits:* 4
- WGSS 255 - Women and Migration *Credits:* 4

PUBLIC WRITING:

Students pursuing the Public Writing track may be interested in the communication of specialized knowledge to broader audiences, and content creation on new media platforms. Courses in the Public Writing track support future careers in podcasting, advertising, journalism, editing screenplay writing for films, online game story development, publishing, technical writing, public relations, and web design.

- ARAB 350 - Modern Arabic Novel in Translation *Credits:* 4
- ART 350 - Contemporary Art Writing *Credits:* 4
- COMM 281 - Integrated Marketing Communications *Credits:* 4
- ENGL 207 - Editing and Publishing *Credits:* 4
- ENGL 208 - Professional Communication *Credits:* 4
- ENGL 210 - Writing Creative Nonfiction *Credits:* 4
- ENGL 305 - Forms of Nonfiction *Credits:* 4
- ENGL 350 - Children's Literature *Credits:* 4
- ENGL 360 - Language, Theory, and Practice *Credits:* 4
- POLSC 318 - Politics and the Media *Credits:* 4

Advanced

Must complete the following (4 credits)

Junior Seminar

- ART 584 - Contemporary Institutions of Display *Credits:* 4

Religious Studies

Professors Krone, Delgado

No area of human thought or action falls outside the consideration of religious thinkers. Religious traditions teach about ultimate values and their relationship to our worldly lives. The study of religious rituals, practices, and systems of thought, both our own and others', helps us to understand the continually evolving relationship of the individual within those traditions as well as the role of religion in the complex global context. Some of the traditions studied in this major are the oldest extant bodies of thought and

remain to this day some of the most vibrant and significant. The study of religion intersects with many fields, utilizing various methodologies and approaches while providing additional meaning to symbols, practices, and rhetoric that in turn enrich the work of other cognate disciplines.

Courses in Religious Studies are divided into a foundations core course, three approaches to religion and four main religious traditions. Religious Studies investigates the sources and texts, history and context, and the nature and relevance of religion embodied in these separate traditions.

Religion in American Life Minor

The Religion in American Life minor is a program in the **Values and Societies** Area of Study.

Religion in American Life Minor Learning Outcomes

Students who successfully complete a minor in Religion in American Life should be able to:

- Engage in the academic study of religion and be able to describe and use religious studies terms and ideas.
- Examine a variety of primary textual, media, and material sources and employ them to craft increasingly complex arguments about religion.
- Recognize the diversity between and within religious traditions and identify the ways that power, privilege and difference shape religious worlds.
- Explain the ways that religion functions in culture and history and how it shapes communities, cultures, and societies.

The Religion in American Life minor consists of 20 credits. At graduation, Religion in American Life minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All courses required for the minor must be taken on a letter-grade basis. A meximum of 8 transfer credits may be counted towards theminor; exceptions must be approved by the Program Coordinator.

A minor in Religion in American Life consists of at least 20 semester credit hours of courses in Religious Studies, including at least one course above the 100 level and another course above the 200 level. The minor program includes RELST 180 and at least one course in each of the following categories: Traditions, Ethics, and Culture.

Foundation:

- RELST 180 - Religion in American Life *Credits:* 4

Traditions:

- RELST 146 - Islam in America *Credits:* 4
- RELST 147 - Judaism *Credits:* 4

- RELST 260 - History of American Christianities *Credits:* 4 **OR**

- HIST 260 - History of American Christianities *Credits:* 4

Ethics:

- RELST 200 - Christian Ethics *Credits:* 4
- RELST 341 - Jewish Ethics *Credits:* 4

- ENVSC 372 - Judaism, Justice, and Food *Credits:* 4 **OR**
- RELST 372 - Judaism, Justice, and Food *Credits:* 4

Culture:

- RELST 130 - The New Testament *Credits:* 4

- RELST 174 - Black Faith and Thought *Credits:* 4 **OR**
- BLKST 174 - Black Faith and Thought *Credits:* 4

- RELST 229 - The Hebrew Bible *Credits:* 4

- RELST 288 - Jewish Meadville *Credits:* 4
- RELST 350 - Paul the Apostle *Credits:* 4
- RELST 360 - Religion and Ecology *Credits:* 4

- RELST 374 - Black Theology *Credits:* 4 **OR**
- BLKST 374 - Black Theology *Credits:* 4

Software Engineering

Professors Jumadinova (Chair), Bonham-Carter, Graber, Green, Kapfhammer, Luman

Software engineering focuses on the knowledge and skills that teams and individuals need to develop and maintain large-scale software systems. Students apply engineering principles and industry-standard software tools to design, implement, test, release, and enhance software for real-world customers.

Software Engineering Learning Outcomes

- While working in a team, can effectively design, implement, evaluate, improve, and document a solution to a problem delivered as a maintainable software system.
- Demonstrates competency in the theories, models, and practices of project domains that require the engineering of software.
- Can effectively manage and predict the cost, scope, and deadline of a software engineering project,
- Uses effective oral and written communication methods to explain both the technical and product-use details of a software artifact.

Software Engineering Major

The Software Engineering major is a program in the **Mathematics and Natural Sciences** Area of Study. Students who major in Software Engineering may not double major or minor in Computer Science, Data Science, or Informatics

Software Engineering Major Learning Outcomes

- While working in a team, can effectively design, implement, evaluate, improve, and document a solution to a problem delivered as a maintainable software system.
- Demonstrates competency in the theories, models, and practices of project domains that require the engineering of software.
- Can effectively manage and predict the cost, scope, and deadline of a software engineering project,
- Uses effective oral and written communication methods to explain both the technical and product-use details of a software artifact.

The Software Engineering major, consisting of 48 credits, leads to the Bachelor of Science degree. At graduation, Software Engineering majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades for all courses presented for the major. Only the most recent grade is considered for courses that have been repeated. At most one of the foundation courses (CMPSC 100, CMPSC 101, or CMPSC 104) may be presented for the major on the Credit/No Credit basis. At maximum 16 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Program Requirements:

Foundation

Take **all** of the following three courses (12 credits):

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 101 - Data Structures *Credits:* 4
- CMPSC 104 - Document Engineering *Credits:* 4

Core

Take **all** of the following four courses (16 credits):

- CMPSC 201 - Programming Languages *Credits:* 4
- CMPSC 203 - Software Engineering *Credits:* 4
- CMPSC 302 - Web Design *Credits:* 4
- CMPSC 404 - Web Applications *Credits:* 4

Electives

Take **eight credits** of the following courses (8 credits):

- CMPSC 303 - Artificial Intelligence *Credits:* 4
- CMPSC 305 - Database Systems *Credits:* 4
- CMPSC 400 - Operating Systems *Credits:* 4
- CMPSC 403 - Computer Security *Credits:* 4

Project

Take **all** of the following three courses (12 credits):

- CMPSC 580 - Junior Seminar *Credits:* 4
- SE 600 - Senior Thesis I *Credits:* 4
- SE 610 - Senior Thesis II *Credits:* 4

Software Engineering Minor

The Software Engineering minor is a program in the **Mathematics and Natural Sciences** Area of Study. Software Engineering minors may not major in Computer Science, Data Science, or Informatics.

The Software Engineering minor consists of 24 credits. At graduation, Software Engineering minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. At most one of the 100-level courses (CMPSC 100 or CMPSC 101) may be presented on the Credit/No Credit grade basis. A maximum of 8 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

The minor in Software Engineering requires the completion of at least 24 semester hours of coursework, as outlined below.

Foundation

Take all three of the following courses (12 credits):

- CMPSC 100 - Computational Expression *Credits:* 4
- CMPSC 101 - Data Structures *Credits:* 4
- CMPSC 203 - Software Engineering *Credits:* 4

Core

Take one of the following courses (4 credits):

- CMPSC 201 - Programming Languages *Credits:* 4
- CMPSC 302 - Web Design *Credits:* 4
- CMPSC 404 - Web Applications *Credits:* 4

Electives

Take eight credits of the following courses (8 credits):

- CMPSC 303 - Artificial Intelligence *Credits:* 4
- CMPSC 305 - Database Systems *Credits:* 4
- CMPSC 400 - Operating Systems *Credits:* 4
- CMPSC 403 - Computer Security *Credits:* 4

Spanish

Professors Conners, Hernandez, Herrera, Riess

Allegheny College offers a major and minor in Spanish and instruction in the Spanish language through the department of World Languages and Cultures. For further information about the study of language and cultures at Allegheny College, please see the "World Languages and Cultures" section in this Bulletin.

Study Abroad

Students who major or minor in Spanish are encouraged to participate in the area studies program in Buenos Aires, Argentina; Quito, Ecuador; Querétaro, Mexico; or Seville, Spain. These programs offer courses in Spanish language, civilization and culture, literature, art history, politics and economics. Required courses for the major may be taken through participation in an approved program of study abroad with the exception of FSWLC 201, SPAN 580, SPAN 600, and SPAN 610.

International Business and Economics

Those students wishing to pursue a career in language with a focus on international economics or business should combine their study of a particular country and language with a background in economics. If students are majoring in Spanish and minoring in Economics or Business, they should take SPAN 220, SPAN 315, SPAN 360 and one other course at the 300-level as part of their requirements; SPAN 405 is encouraged. Students may also select a double major in these two disciplines. In addition, students are encouraged to study abroad and to complete an internship either abroad or with a company engaged in international trade. For economics courses that complement a Spanish major or minor, see the course of study described under International Business and Economics in the "Economics" and "Business " sections of this *Bulletin*.

Spanish Major

The Spanish major is a program in the **Languages, Literature, and Culture** Area of Study.

Spanish Major Learning Outcomes

Students who have successfully completed the coursework for our Spanish major can:

1. demonstrate understanding of and interpret complex fictional and informational texts with attention to linguistic and cultural nuances;

2. in conversation with native Spanish-language speakers, communicate about a wide range of topics and viewpoints, showing knowledge of and concern for cultural and societal differences;
3. compose longer written analyses on topics of cultural and societal interest, integrating the ideas of others with their own to produce nuanced and original arguments;
4. identify a range of significant personalities and cultural productions from Spanish-speaking cultures, situate them in cultural context, and offer interpretations and opinions pertaining to them.

Students who have successfully completed a Senior Project in Spanish can:

1. compose a substantial discussion in written Spanish about a complex topic of their choosing pertaining to a Spanish-speaking culture, incorporating findings from research in both Spanish and English with their own ideas into a clear and cohesive argument;
2. discuss, spontaneously and at length, the topic of their written project.

The Spanish major, consisting of 42 credits, leads to the Bachelor of Arts degree. At graduation, Spanish majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of Spanish courses taken at Allegheny on a letter-grade basis. Only the most recent grade is considered for curses that have been repeated. Only SPAN 600 may be taken on a Credit/No credit basis.

Courses taken in an approved program abroad may count for the major and minor. Students who place at or above the 225 level will need to design an alternate selection of courses to complete their program. Please see Spanish faculty for advising.

Double majors who choose the language as the second major may complete only 40 semester credit hours. The senior thesis for a double major student must include an analytical component in Spanish that is relevant to a cultural, literary, or linguistic aspect of Hispanic studies; the Spanish component may or may not coincide with the thesis topic of the other major. Bilingual students who have learned Spanish at home are encouraged to speak with a Spanish advisor regarding placement and course of study.

Requirements:

The major in Spanish leads to the degree of Bachelor of Arts and requires a minimum of 42 semester credit hours, including:

- FSWLC 201 - Academic Communication in Languages, Literatures, and Cultures *Credits:* 4

(see the "World Languages and Cultures" section for course description.) Double majors meeting their FS 201 requirement through another major should consult their Spanish language major advisor.

- SPAN 220 - Issues in Contemporary Spanish and Spanish American Culture *Credits:* 4
- SPAN 225 - Hispanic Texts *Credits:* 4
- SPAN 230 - Imperial Cultures *Credits:* 4

Three 300-level Classes in Spanish

- SPAN 315 - Advanced Spanish Language Study *Credits:* 4
- SPAN 320 - Stories and Storytelling *Credits:* 4
- SPAN 330 - Topics in Hispanic Popular Culture *Credits:* 4
- SPAN 350 - Special Topics in Spanish Peninsular or Latin American Culture *Credits:* 4
- SPAN 360 - Contesting Authority *Credits:* 4
- SPAN 370 - Topics in Latinx Culture *Credits:* 4
- SPAN 385 - Introduction to Hispanic Culture through Film *Credits:* 4

One 400-level Class in Spanish

- SPAN 405 - Translating Language and Culture *Credits:* 4
- SPAN 430 - Race, Gender and Power *Credits:* 4
- SPAN 445 - Topics in Hispanic Film *Credits:* 4
- SPAN 485 - Hispanic Film, From Text to Screen *Credits:* 4

Senior Seminar:

To be taken in the senior year

- SPAN 580 - Senior Seminar *Credits:* 4

Senior Project:

- SPAN 600 - Senior Project I *Credits:* 2
- SPAN 610 - Senior Project II *Credits:* 4

Note:

Double majors who choose the language as the second major may complete only 40 semester credit hours. The senior thesis for a double major student must include an analytical component in Spanish that is relevant to a cultural, literary, or linguistic aspect of Hispanic studies; the Spanish component may or may not coincide with the thesis topic of the other major. Bilingual students who have learned Spanish at home are encouraged to speak with a Spanish advisor regarding placement and course of study.

Spanish Minor

The Spanish minor is a program in the **Languages, Literature, and Culture** Area of Study.

Spanish Minor Learning Outcomes

Students who have successfully completed a Spanish minor can:

1. communicate information about course topics and personal responses to them, both interpersonally and in formal presentations about a variety of topics of both personal and general interest;

2. demonstrate understanding of the main message, story, or flow of events in longer informational or fictional texts and spoken conversations about the past, present, and future;
3. identify key geographical, and cultural features that make up the Spanish speaking world including the Latinx population in the US and key themes in the formation of contemporary societies in the Spanish-Speaking world.
4. compose multi-paragraph written responses in Spanish using learned grammar and vocabulary accurately, and incorporating comparisons to analyses of course topics or texts;
5. provide elementary interpretation of a range of cultural production, including literature, film, media, and visual art using disciplinary language.

The Spanish minor consists of 20 credits in Spanish. At graduation, Spanish minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all Spanish courses taken at Allegheny on a letter grade basis. Only the most recent grade is considered for courses that have been repeated.

Courses taken in an approved program abroad may count for the minor. Students who place at or above the 225 level will need to design an alternate selection of courses to complete their program. Please see Spanish faculty for advising.

Requirements:

A minor in Spanish requires completion of a minimum of 20 semester credit hours in Spanish as follows:

- SPAN 220 - Issues in Contemporary Spanish and Spanish American Culture *Credits:* 4
- SPAN 225 - Hispanic Texts *Credits:* 4
- SPAN 230 - Imperial Cultures *Credits:* 4

Electives (Eight Credits):

At least one of the elective courses must be at the 300-level.

Note: See also the "*Latin American and Caribbean Studies Minor*."

Speaking and Writing Seminar Sequence (SWS)

The Speaking and Writing Seminar Sequence introduces and reinforces reading, writing, speaking, and listening as communication competencies central to a liberal arts education. The two seminars in the sequence provide students with opportunities to develop communication and research skills and strategies useful for exploring, generating, challenging, and defending ideas. Students will engage in these processes through different topical lenses but will demonstrate their proficiency in similar types of assignments across the different sections. The transferable nature of these skills and strategies, in connection with disciplinary work in the major, will prepare students to succeed in the Junior Seminar and Senior Project, which represent capstone proficiency of the aforementioned communication competencies. Taken together, the Speaking and Writing Seminar Sequence, Junior Seminar, and Senior Project ensure that all Allegheny graduates are equipped to think critically and creatively, to communicate clearly and

persuasively, to listen and respond thoughtfully, and "to meet challenges in a diverse, interconnected world" (Allegheny College Mission Statement).

Students who complete the Speaking and Writing Seminar Sequence will be able:

1. To demonstrate, as readers, writers, speakers, and listeners, an awareness of audience, purpose, occasion, and genre conventions and their effects on the creation and delivery of ideas.
2. To use the ideas of others to advance thinking.
3. To use iterative composing processes to discover and reconsider ideas and their expression.
4. To engage in reading, writing, speaking, and listening as acts of critical thinking.

All students must successfully complete both courses in the Speaking and Writing Seminar Sequence (SWS). Occasionally, a student may be granted transfer equivalencies for prior college coursework in speaking AND writing. SWS 105 is taken in a student's first year; successful completion of this course is required prior to taking SWS 205. SWS 205 is generally taken in a student's sophomore year in order to best prepare students for advanced level work in communication competencies and critical thinking in the Junior Seminar.

Note: SWS courses do not count towards the College Distribution Requirements, nor toward major or minor requirements, for any student.

Theatre

Faculty: Cosdon, Hoey, Mehler

Mission

Theatre is dedicated to the critical study of live performance as a dynamic and influential part of cultural life. The curriculum offers students opportunities for: conceiving, creating, and sharing performances with an audience; critically analyzing dramatic works, performances, and production structures; and examining the intersections of cultures, technologies, audiences, and civic life.

Theatre programs are in the Visual and Performing Arts area of study and they are part of the Department of Communication, Media, and Performance, which emphasizes a liberal arts approach to learning that encourages students to develop habits of cultural awareness and respect, engaged citizenship, thoughtful professionalism, and a meaningful private life in order to contribute to a more equitable world.

Theatre Major

The Theatre major is a program in the **Visual and Performing Arts** Area of Study.

Theatre Major Learning Outcomes

Students who successfully complete a major in Theatre are expected to:

- Situate works and ideas in aesthetic, historical, and cultural contexts;
- Critically analyze multiple forms of live performance;
- Create original work and articulate the methodologies used;
- Critically engage with communities and audiences

The Theatre major, consisting of 49 credits, leads to the Bachelor of Arts degree. At graduation, Theatre majors must have a GPA of at least 2.0 in the major. The calculation is based on all courses taken at Allegheny and applied to the major. Only the most recent grade is considered for courses that have been repeated. All courses required for the major must be taken on a letter grade basis. At maximum 12 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

Please note: it is strongly recommended that students complete 100-level THTR courses before their senior year.

Core Sequence

Theatremakers and Audiences

Complete the following three courses

- THTR 110 - Introduction to Theatre *Credits:* 4
- THTR 210 - Text and Performance *Credits:* 4
- THTR 310 - The Contemporary Stage *Credits:* 4

Complete one of the following courses

- THTR 311 - Theatre History 1: Classical Ages of the Theatre *Credits:* 4
- THTR 312 - Theatre History 2: The Revolutionary Stage *Credits:* 4

Performance and Production

Complete the following two courses

- THTR 150 - Acting 1: Fundamentals of Performance *Credits:* 4
- THTR 160 - Introduction to Stage Production *Credits:* 2

Complete one of the following courses

- THTR 161 - Scenic Production *Credits:* 2
- THTR 162 - Costume Production *Credits:* 2
- THTR 163 - Lighting Production *Credits:* 2

Synthesis

Complete the following three courses

- THTR 582 - Theatre Junior Seminar *Credits:* 4

- THTR 600 - Comprehensive Seminar *Credits:* 1
- THTR 610 - Senior Project *Credits:* 4

Electives

Theatre Electives

Complete three of the following course options

- THTR 181 - Stage Management *Credits:* 4
- THTR 250 - Acting 2: Scene Study for Performance *Credits:* 4
- THTR 260 - Production Design 1 *Credits:* 4
- THTR 280 - Directing 1 *Credits:* 4
- THTR 311 - Theatre History 1: Classical Ages of the Theatre *Credits:* 4 (if not taken as part of the core)
- THTR 312 - Theatre History 2: The Revolutionary Stage *Credits:* 4 (if not taken as part of the core)
- THTR 350 - Acting 3: Styles of Performance *Credits:* 4
- THTR 360 - Production Design 2 *Credits:* 4
- THTR 380 - Directing 2 *Credits:* 4

Communication, Media, and Performance Elective

Complete one of the following course options

- Any THTR course not taken above
- COMM 251 - Gender and Popular Culture *Credits:* 4
- COMM 281 - Integrated Marketing Communications *Credits:* 4
- FILM 171 - Filmmaking 1 *Credits:* 4
- FILM 202 - Film as a Narrative Art *Credits:* 4

Or complete two of the following course options

- DMS 101 - Modern Dance: Body/Mind and Movement *Credits:* 2
- DMS 102 - Foundations of Ballet *Credits:* 2
- DMS 104 - Jazz Dance *Credits:* 2
- DMS 105 - Tap Dance *Credits:* 2
- DMS 201 - Upper Level Technique-Modern *Credits:* 2
- DMS 202 - Upper Level Technique-Ballet *Credits:* 2
- DMS 204 - Jazz Dance II *Credits:* 2
- DMS 205 - Tap Dance II *Credits:* 2

Theatre Minor

The Theatre minor is a program in the **Visual and Performing Arts** Area of Study.

Theatre Minor Learning Outcomes

Students who successfully complete a minor in Theatre are able to:

- Situate works and ideas in aesthetic, historical, and cultural contexts;
- Critically analyze live performance;
- Create original work and articulate the methodologies used;
- Critically with communities and audiences

The Theatre minor consists of 24 credits. At graduation, Theatre minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses taken at Allegheny and applied to the minor. Only the most recent grade is considered for courses that have been repeated. All courses required for the minor must be taken on a letter grade basis. A maximum of 8 transfer credits may be counted towards the minor; exceptions must be approved by the department chair.

Please note: it is strongly recommended that students complete 100-level THTR courses before their senior year.

Core Sequence

Theatremakers and Audiences

Complete the two following courses

- THTR 110 - Introduction to Theatre *Credits:* 4
- THTR 210 - Text and Performance *Credits:* 4

Complete one of the following courses

- THTR 311 - Theatre History 1: Classical Ages of the Theatre *Credits:* 4
- THTR 312 - Theatre History 2: The Revolutionary Stage *Credits:* 4

Performance and Production

Take one of the following course options

- THTR 150 - Acting 1: Fundamentals of Performance *Credits:* 4

OR

- THTR 160 - Introduction to Stage Production *Credits:* 2

and one of the following courses

- THTR 161 - Scenic Production *Credits:* 2
- THTR 162 - Costume Production *Credits:* 2
- THTR 163 - Lighting Production *Credits:* 2

Synthesis

complete the following course

- THTR 582 - Theatre Junior Seminar *Credits:* 4

Elective

Complete one of the following courses

- THTR 181 - Stage Management *Credits:* 4
- THTR 250 - Acting 2: Scene Study for Performance *Credits:* 4
- THTR 260 - Production Design 1 *Credits:* 4
- THTR 280 - Directing 1 *Credits:* 4
- THTR 310 - The Contemporary Stage *Credits:* 4
- THTR 311 - Theatre History 1: Classical Ages of the Theatre *Credits:* 4
- THTR 312 - Theatre History 2: The Revolutionary Stage *Credits:* 4
- THTR 350 - Acting 3: Styles of Performance *Credits:* 4

Women's, Gender, and Sexuality Studies

Professors Shaw (Chair), Bailey, Burleigh, Caballero, Delgado, Giardini, Oliver, Riess

Women's, Gender, and Sexuality Studies (WGSS) is an interdisciplinary program that is interdivisional. It is designed to foster intellectual development in: the study of women, gender, and sexuality in local, national, and global contexts; the intersectional analysis of gender, race, class, sexuality, nation, age, and ability; power, systems of privilege, and resistance; and the links between feminist and queer theory within analyses of everyday life and social change. Drawing on multiple perspectives, methods, and theoretical frameworks, the program teaches critical thinking through cultural analysis, logical reasoning, abstract thinking, and argumentation while engaging students in self-reflection and asking them to apply knowledge for social transformation and engaged citizenship. The objectives of the major are 1) to provide a coherent body of scholarship in the fields to examine women, gender and sexuality; 2) to analyze critically the hierarchies and cultural stereotypes based on difference and diversity that shape our lives; 3) to analyze critically historical events; socio-political, cultural, and scientific perspectives; and creative works, all key to understanding feminist and queer studies; and 4) to provide instruction in research methods for investigating women, gender and sexuality.

WGSS draws upon the disciplines of Art, Biology, Dance & Movement Studies, Communication, Film, and Theatre, Business and Economics, English, Environmental Science, History, Modern and Classical Languages, Philosophy, Political Science, Psychology, and Religious Studies. It permits flexibility in course selection so that students' individual interests and needs are met, while at the same time encouraging a developmental and substantively focused approach to understanding Women's, Gender, and Sexuality Studies as an academic field.

Women's, Gender, and Sexuality Studies Learning Outcomes

Students in the Women's, Gender, and Sexuality Studies Program are expected to achieve Learning Outcomes in two areas: Content and Theories, and Research Methods.

Content and Theories

- Show how critical analysis of gender and sexuality contributes to an understanding of the historical and contemporary formations of patriarchy, heteronormativity, and gender normativity;
- Achieve a knowledge base about women's and LGBTQ+ people's role in history—their contributions, oppression, and resistance;
- Describe the manner in which race, class, gender, and sexuality intersect;
- Become aware of women's and LGBTQ+ people's experience in cultural contexts, both nationally and globally, including understanding the roles of gender and sexuality in social justice movements around the world;
- Define and describe a range of theories that underlie feminist and queer analysis, understanding their similarities and differences;
- Describe how theories reflect the historical and cultural context in which they emerge.

Research Methods

- Utilize feminist and queer methodological approaches and explain their role in building knowledge;
- Compare and contrast different feminist and queer theories and methodological approaches;
- Critique scholarly works from a feminist and queer theoretical and methodological standpoint;
- Develop a working knowledge of the connections between women's studies and queer studies scholarship, activism, and social change.

Women's, Gender, and Sexuality Studies Major

The Women's, Gender, and Sexuality Studies major is a program in the **Interdisciplinary Studies** Area of Study. WGSS majors may complete any minor to satisfy the college requirement that the major and minor be in different areas of study.

Women's Gender, and Sexuality Studies Major Learning Outcomes

Students who successfully complete a major in Women's, Gender, and Sexuality Studies are expected to be able to:

- Define key concepts and perspectives on gender and sexuality that shape the study of identities, social institutions, and/or scientific inquiry
- Recognize and communicate how formations of gender, race, socioeconomic status, sexuality, dis/ability, and/or nationality intersect with one another and shape women's and LGBTQ+ peoples experiences.
- Explore a range of theories, practices, contributions, and/or social movements that address social justice in national and/or global contexts.
- Examine multiple ways of knowing and methods to articulate historical and contemporary issues that intersect with women's, gender & sexuality studies.

The Women's, Gender, and Sexuality Studies major, consisting of 40 credits, leads to the Bachelor of Arts degree. At graduation, Women's, Gender, and Sexuality Studies majors must have a GPA of at least 2.0 in the major. The calculation is based on the grades of all major courses. Only the most recent grade is considered for courses that have been repeated. All Allegheny courses required for the WGSS major must be taken on a letter-grade basis. A maximum of 12 transfer credits may be counted toward the major; exceptions must be approved by the department chair.

All courses marked with an asterisk (*) below have prerequisites.

Requirements:

Core Courses:

All majors must take the following core courses:

- WGSS 100 - Introduction to Women's, Gender, and Sexuality Studies *Credits:* 4

- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4 **OR**
- WGSS 211 - Queer Lives *Credits:* 4

- WGSS 300 - Feminist and Queer Theory *Credits:* 4 *
- WGSS 400 - Transnational Feminisms *Credits:* 4 *
- WGSS 580 - Junior Seminar in Women's, Gender, and Sexuality Studies *Credits:* 4 *
- WGSS 620 - Senior Project *Credits:* 4 *

Electives:

In addition to the Core Requirements listed above, WGSS majors must take 16 credits of electives selected from the lists below. At least eight out of the 16 elective credits must come from program based and/or discipline-focused courses, and at least four of the elective credits must be at the 300 or 400 level. At most four credits from the internship courses WGSS 501, WGSS 502, WGSS 503, and PSYCH 540 may count toward the elective requirement.

Program Courses:

- WGSS 207 - Human Sexual Identities *Credits:* 4
- WGSS 255 - Women and Migration *Credits:* 4
- WGSS 275 - Bodies in American Culture *Credits:* 4
- WGSS 310 - Gendered Violence *Credits:* 4 *
- WGSS 350 - Posthuman Feminism *Credits:* 4
- WGSS 410 - Critical Perspectives in Global Women's Health *Credits:* 4 *
- WGSS 501 - Internship: Women's Services I *Credits:* 2 * (Note: PSYCH 540 is a co-requisite for this course and may be counted as elective credit towards the WGSS major.)
- WGSS 502 - Internship: Women's Services II *Credits:* 2 * (Note: PSYCH 540 is a co-requisite for this course and may be counted as elective credit towards the WGSS major.)

- WGSS 503 - Internship: Women's Prison *Credits:* 2 * (Note: PSYCH 540 is a co-requisite for this course and may be counted as elective credit towards the WGSS major.)

Discipline-Focused Courses:

- COMM 251 - Gender and Popular Culture *Credits:* 4
- COMM 331 - Disease, Disability, and Difference in Popular Culture *Credits:* 4 *
- COMM 351 - Media and Inequality *Credits:* 4 *
- ENGL 112 - Literature and the Body *Credits:* 4
- ENGL 115 - Literature and Sexuality *Credits:* 4
- ENGL 232 - LatinX Literatures *Credits:* 4
- HIST 261 - A Survey of American Women's History *Credits:* 4
- HIST 339 - Problems in the History of American Women *Credits:* 4 *
- HIST 353 - Women and Revolution in China *Credits:* 4 *
- PSYCH 423 - Gender and Families *Credits:* 4 *
- WGSS 340 - Sex and Health *Credits:* 4

Other Electives:

- ART 252 - Feminist Art Histories *Credits:* 4
- COMM 320 - Media & Global Cultures *Credits:* 4 *
- DMS 470 - American Dance History: Appropriation, Appreciation, Celebration *Credits:* 4
- HIST 380 - Disease and Medicine in Modern History *Credits:* 4 *
- HIST 571 - The Civil Rights Movement *Credits:* 4 *
- PHIL 210 - Oppression and Liberation *Credits:* 4
- POLSC 303 - Constitutional Law: Civil Rights and Civil Liberties *Credits:* 4
- PSYCH 452 - Psychology of Prejudice *Credits:* 4 *

Women's, Gender, and Sexuality Studies Minor

The Women's, Gender, and Sexuality Studies Minor is a program in the **Interdisciplinary Studies** Area of Study. Women's Gender, and Sexuality Studies minors may complete any major to satisfy the college requirement that the major and minor be in different areas of study.

The Women's, Gender, and Sexuality Studies minor consists of 24 credits. At graduation, WGSS minors must have a GPA of at least 2.0 in the minor. The calculation is based on the grades of all courses presented for the minor. Only the most recent grade is considered for courses that have been repeated. All Allegheny courses required for the WGSS minor must be taken on a letter-grade basis. A maximum of 8 transfer credits may be counted toward the minor; exceptions must be approved by the department chair.

All courses marked with an asterisk (*) below have prerequisites.

Requirements:

Core Courses:

All minors must take the following core courses:

- WGSS 100 - Introduction to Women's, Gender, and Sexuality Studies *Credits:* 4

- WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies *Credits:* 4 **OR**
- WGSS 211 - Queer Lives *Credits:* 4

- WGSS 300 - Feminist and Queer Theory *Credits:* 4 *
- WGSS 580 - Junior Seminar in Women's, Gender, and Sexuality Studies *Credits:* 4 *

Electives:

- Minors must take eight credits of electives from the Program and/or Discipline-Specific courses listed under the electives for the WGSS major requirements. At most four credits from the internship courses WGSS 501, WGSS 502, WGSS 503, and PSYCH 540 may count toward the elective requirement.

Note:

All Allegheny courses required for a WGSS minor must be taken on letter grade basis and are included in the GPA calculation with the exception of repeated courses, for which only the most recent grade counts.

Because this minor is Interdisciplinary Studies, students may complete any major to satisfy the college requirement that the major and minor be in different area of study.

World Languages and Cultures

Professors: Alkyam, Carpenter, Conners, Dufay-Verbie, Hernandez, Herrera, Hilal, B. Lewis (Sabbatical 2024-2025), J. Lewis, Ludewig (Sabbatical 2024-2025), Riess

Departmental Philosophy

In World Languages & Cultures, we focus on language use in conjunction with the diversity of human expression as windows into culture. Starting in our introductory courses, culture is deeply integrated in students' experience with the language. Early on, we focus on everyday cultural practices, and cultural contexts become more complex as students progress. Exploration of history, society, and the arts become increasingly important through our program, but language study (listening, speaking, reading, and writing) remains an integral part of upper-level courses. Through this approach, students gain the linguistic and cultural tools necessary for more effective intercultural communication.

Goals for our minors contribute to the broader liberal arts curriculum by preparing students in a way that makes the most of the major/minor combination. We expect minors to develop facility in the language as well as cultural understanding, and in turn they bring communication and cultural awareness skills to the discipline of their major. In addition, minors acquire the tools to understand and engage with the political, social, and cultural phenomena of the world regions that use the language they study. Our majors go

further: they study, research, and analyze abstract problems and think and speak critically about them. In the capstone senior project, they ask an original research question, and answer it using literary, cultural, and media expressions, demonstrating at the same time advanced ability in language.

Allegheny offers a majors in Spanish, and minors in Arabic, French, German, and Spanish, as well as courses in other languages (link to course search, WLC rubric). Students are encouraged to consult the corresponding sections of this Bulletin and peruse the current semester's course offerings for details. As a shared principle, the department believes strongly in the importance of an experience abroad and experiential learning. The immersion provided by such experiences greatly enhances language ability and is essential to gaining a deep understanding of another culture. Allegheny's Global Education office can connect students with opportunities in countries where the language they study is spoken.

Course Listing

Arabic

ARAB 110 - Beginning Arabic I
Credits: 4
An introduction to written Modern Standard Arabic. Students learn the basic sound and writing systems of Arabic and are exposed to various aspects of Arab culture. Communication at an elementary level is achieved by study of language components including sounds, letters, grammar, and vocabulary. Three 50-minute class meetings per week, plus an additional practicum hour (to be arranged) with an Arabic teaching fellow concentrating on speaking and interacting in Arabic.
Distribution Requirements: IP, ME.

ARAB 120 - Beginning Arabic II
Credits: 4
Continued introduction to both spoken and written Modern Standard Arabic. Emphasis is placed on the functional use of the Arabic language. Students learn the basic structural patterns of grammar and phonology, develop basic writing and conversational skills, and receive further introduction to Arab culture. Three 50-minute class meetings per week, plus an additional practicum hour (to be arranged) with an Arabic teaching fellow concentrating on speaking and interacting in Arabic.
Prerequisite: ARAB 110 or permission of instructor.
Distribution Requirements: IP, ME.

ARAB 130 - Introduction to Arab Cultures
Credits: 4
An introduction to the MENA region and its cultures. This course serves as an introductory survey course for students interested in the Arabic language and culture. It contributes to the MENA minor and the International Studies major with a regional focus on the MENA region
Distribution Requirements: HE, IP.

ARAB 150 - Levantine Conversational Arabic
Credits: 4
An introductory course to a specific variety of Arabic i.e. Levantine Arabic. By focusing on the three overreaching groups of dialectical variations- Jordanian, Palestinian Urban, and Palestinian/Jordanian Rural dialects, students develop listening/speaking and conversational skills in spoken Arabic at a beginning-level proficiency. Throughout the semester, students develop their speaking skills. Moreover, students acquire basic conversational skills in certain social occasions such as: exchanging pleasantries – asking for, offering, accepting, and rejecting things.
Prerequisite: ARAB 110
Distribution Requirements: IP, ME.

ARAB 215 - Intermediate Arabic I
Credits: 4

Continued study of Modern Standard Arabic, with emphasis on grammar and expansion of vocabulary, as well as current events and cultures of Arabic-speaking societies. Attention is given to reading, writing, listening comprehension, and speaking skills. Three 50-minute class meetings are held each week, plus an additional practicum hour (to be arranged) with an Arabic teaching fellow that emphasizes speaking and interacting in Arabic.
Prerequisite: ARAB 120 or permission of instructor.
Distribution Requirements: IP, ME.

ARAB 225 - Intermediate Arabic II
Credits: 4
Continued intermediate study of the basic structural patterns of Modern Standard Arabic. Students acquire more vocabulary and more knowledge of the fundamental grammatical structures in order to attain a higher level of proficiency in communicating in Modern Standard Arabic. We focus on principles of word formation, roots and patterns, and use of the dictionary to read more complex texts. Three 50-minute class meetings per week, plus an additional practicum hour (to be arranged) with an Arabic teaching fellow concentrating on speaking and interacting in Arabic.
Prerequisite: ARAB 215 or permission of instructor.
Distribution Requirements: IP, ME.

ARAB 350 - Modern Arabic Novel in Translation
Credits: 4
An introduction to the contemporary Arabic novel and the historical, political, and cultural realities of the Middle East. Class sessions focus on discussion of key developments in the literature of the contemporary Arabic-speaking world. The selected novels, originally written in Arabic but translated into English, as well as the theoretical texts, offer a space to discuss the important issues that have influenced this genre: colonialism and post-colonialism, religion and secularization, orientalism, and feminism.
Distribution Requirements: HE, PD.

ARAB 370 - Arab and Muslim Voices Post 9/11
Credits: 4
An investigation of Arab and Muslim literary and cultural responses to their position in the global community. After the 9/11 attacks and subsequent world events, Muslim communities worldwide are faced with the question: "If Islam does not condone terrorism, why are Muslims not speaking out?" By looking at the work of writers, intellectuals, musicians, and comedians, and how they construct their own narratives, primarily in the United States, Europe, and the Middle East, students will explore questions of voice, violence, gender, and individual and collective identity.
Distribution Requirements: HE, PD.

ARAB 529 - Internship: Arabic
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student. May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Art

ART 115 - Art History and the Birth of the Museum
Credits: 4
A selective history of art from the seventeenth-century birth of the modern museum at the Ashmolean in Oxford to the present, focusing on major artists and movements. This course will review classical precedents, the colonial legacy, and global production likely to be found in the modern encyclopedic museum. Course material emphasizes issues surrounding reception and site of display, giving students tools to discuss art in its visual elements and its significance within complex social and historical contexts.
Distribution Requirements: HE, IP.

ART 142 - Industrial Design Principles
Credits: 4
An introduction to the foundational principles of basic design. Emphasis is placed on holistic design processes that result in user-centered objects from the perspective of sustainability and history; develops iterative processes such as design thinking to understand collaborative feedback- and requirements-driven design.
Distribution Requirements: HE, ME.

ART 151 - Drawing I
Credits: 4
An introduction to Drawing as an art form. This course emphasizes the development of skills with a focus on technique, contemporary and historical issues, and conceptual development. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
Prerequisite: Registration restricted to FR/SO/JR.
Distribution Requirements: HE, ME.

ART 162 - Sculpture I
Credits: 4
An introduction to Sculpture as an art form. This course emphasizes the development of skills with a focus on technique, contemporary and historical issues, and conceptual development. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
Prerequisite: Registration restricted to FR/SO/JR.
Distribution Requirements: HE, ME.

ART 165 - Ceramics I
Credits: 4
An introduction to ceramics as an art form. This course emphasizes the development of skills with a focus on technique, contemporary and historical issues, and conceptual development. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.

Prerequisite: Registration restricted to FR/SO/JR.
Distribution Requirements: HE, ME.

ART 171 - Photography I
Credits: 4
An introduction to photography as an art form. Emphasis on establishing proficiency in digital and darkroom photographic processes. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience. This course emphasizes the development of skills with a focus on technique, contemporary and historical issues, and conceptual development.
Prerequisite: Registration restricted to FR/SO/JR.
Distribution Requirements: HE, ME.

ART 182 - Painting I
Credits: 4
An introduction to the medium of painting that broadly covers fundamental techniques and tools. This course emphasizes the development of skills with a focus on technique, contemporary and historical issues, and conceptual development. Students explore the preparation of supports, color organization, composition, and contemporary expression through direct and indirect methodologies. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
Prerequisite: Registration restricted to FR/SO/JR.
Distribution Requirements: HE, ME.

ART 187 - Electronic & Intermedia Art
Credits: 4
An introduction to using electronic technologies/software and digital media as art-making tools. Emphasis on awareness of the elements of 2D design/composition and the vocabulary used to describe it. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of electronic art in human experience. This course emphasizes the development of skills with a focus on technique, contemporary and historical issues, and conceptual development.
Distribution Requirements: HE, ME.

ART 242 - Materials & Fabrication
Credits: 4
An exploration into critical material selection in the context of thoughtful design. Students investigate emerging and established fabrication methods and tools in the woodshop and fabrication laboratory. With a focus on 3D printing, laser cutting, 3D scanning, and other contemporary manufacturing technologies. Students will focus on how these technologies impact perceptions of the objects they make, and the process of design as a practice.
Prerequisite: ART 142
Distribution Requirements: HE, ME.

ART 243 - Industrial Design Forms
Credits: 4
An examination of natural and synthetic materials, and the cultural perceptions of the materials researched. Students develop their ability to manipulate materials through digital and physical means including model-making, rendering, and rapid visualization.
Prerequisite: ART 142
Distribution Requirements: HE, ME.

ART 250 - Contemporary Strategies in Art
Credits: 4
An introductory overview of contemporary art, with a focus on major artists, artworks, and art movements since 1980 and a significant consideration of global developments. The course builds on a foundation of art in the United States and Europe after 1945, including Abstract Expressionism, Neo-Dada, Fluxus, Happenings, Situationism, Pop, Minimalism, and Conceptualism and then proceeds thematically, reflecting the development of contemporary art as a series of non-linear political, social, and cultural conversations dismantling dominant paradigms. Exploring topics such as appropriation, identity politics and the body, students develop tools for understanding the art and visual culture being produced now.
Distribution Requirements: HE, PD.

ART 252 - Feminist Art Histories
Credits: 4
Examines the impact of gendered power dynamics and feminism on the history of art from the mid-nineteenth century to the present. Through the lens of gender studies, students learn about major movements and moments in art history, including Impressionism, early twentieth century European and American avant-gardes, the transnational emergence of feminist art practice, postmodernism, identity politics, and global contemporary art. Students explore how artists address systemic inequalities with respect to gender, race, and class. Content emphasizes women and queer identifying artists, and the role of visual art in alternately constructing and problematizing ideas of "woman," femininity, and masculinity.
Distribution Requirements: He, PD.

ART 262 - Sculpture II
Credits: 4
Intermediate study in sculpture. This course emphasizes thoughtful application of skills and materials, using emerging and established trends to articulate ideas and create effective viewer experiences. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
Prerequisite: ART 162.
Distribution Requirements: HE, ME.

ART 265 - Ceramics II
Credits: 4
Intermediate study of ceramics. This course emphasizes thoughtful application of skills and materials, using emerging and established trends to articulate ideas and create effective viewer experiences with ceramics. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.

Prerequisite: ART 165.
Distribution Requirements: HE, ME.

ART 271 - Photography II
Credits: 4
Focuses on technical proficiency in advanced/alternative darkroom and digital photographic techniques/processes. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience. This course emphasizes thoughtful application of skills and materials, using emerging and established trends to articulate ideas and create effective viewer experiences.
Prerequisite: ART 171.
Distribution Requirements: HE, ME.

ART 282 - Painting II
Credits: 4
Intermediate study of painting and mark making. Students explore alternative techniques and emerging trends in painting as a medium, focusing on contemporary painting and current cultural discourse as a reference point for creating innovative and experimental works of art. This course emphasizes thoughtful application of skills and materials, using emerging and established trends to articulate ideas and create effective viewer experiences. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
Prerequisite: ART 182.
Distribution Requirements: HE, ME.

ART 287 - Art at the Intersection of Science and Culture
Credits: 4
Application of the tools and technologies of biological science and computer science to create thought provoking and socially resonant works of art that broaden scientific literacy, while creatively exploring complex philosophical and conceptual ideas of where biology ends and technologies begin. Students use emerging and established trends to articulate ideas and create effective viewer experiences. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
Prerequisite: ART 187.
Distribution Requirements: HE, ME.

ART 342 - Design Form
Credits: 4
Advanced design projects with an emphasis on critical problem-solving methodology. Particular importance is placed on inclusivity and accessibility within design and how good design manifests these traits. Projects move through core ideation, concept development, prototyping, and testing. Students focus on the cultural implications, and influences of design, and the relationship between economic, psychological, and physical factors that dictate use cases. Particular emphasis is placed on reconciling environmental impact and technological potential.
Prerequisite: ART 242 or ART 243
Distribution Requirements: HE, ME.

ART 350 - Contemporary Art Writing
Credits: 4
A study of modern and contemporary art through the lens of art writing. This course builds the research-based skills and visual literacy necessary for art writing--a rigorous but creative process of knowledge production. Art writers mobilize art in the service of broader cultural conversations to address social and political challenges, from race and gender equity to climate change. Students read and practice discipline-specific writing, and they also focus on interdisciplinary authors who posit art as a model of political resistance. Along with foundational writing skills, this course promotes proficiency in the visual and written language of contemporary art.
Prerequisite: ART 115 or ART 250 or ART 252. An intermediate or advanced studio course may be considered as an equivalent prerequisite, with permission of instructor.
Distribution Requirements: HE, PD.

ART 363 - Sculpture III
Credits: 4
Advanced work in sculptural techniques, challenging students to develop a thematically driven, conceptually rigorous body of work that effectively demonstrates innovation, technical skill and intellectual curiosity. Students must focus on ideas, conduct relevant research and work independently to produce a body of conceptually-linked works that are informed by materiality, context, theory, and contemporary practice. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
May be repeated for credit.
Prerequisite: ART 262
Distribution Requirements: HE, ME.

ART 366 - Ceramics III
Credits: 4
Advanced work in ceramics, challenging students to develop a thematically driven, conceptually rigorous body of work that effectively demonstrates innovation, technical skill and intellectual curiosity. Students must focus on ideas, conduct relevant research and work independently to produce a body of conceptually-linked works that are informed by materiality, context, theory, and contemporary practice. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
May be repeated for credit.
Prerequisite: ART 265
Distribution Requirements: HE, ME.

ART 372 - Photography III
Credits: 4
Advanced work to produce fluency in photographic skills and techniques. Students must focus on ideas, conduct relevant research and work independently to produce a body of conceptually-linked works that are informed by materiality, context, theory, and contemporary practice. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
May be repeated for credit.

Prerequisite: ART 271
Distribution Requirements: HE, ME.

ART 383 - Painting III
Credits: 4
Advanced work in painting and mark making, challenging students to develop a thematically driven, conceptually rigorous body of work that effectively demonstrates innovation, technical skill and intellectual curiosity. Students must focus on ideas, conduct relevant research and work independently to produce a body of conceptually-linked works that are informed by materiality, context, theory, and contemporary practice. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
May be repeated for credit.
Prerequisite: ART 282
Distribution Requirements: HE, ME.

ART 388 - Current Topics in Art/Science
Credits: 4
An examination of artistic responses to specific emerging technologies in the biological and computer sciences, investigating how humans can reconcile their biological imperative with technological flux. Students focus on ideas, conduct relevant research and work independently to produce a body of conceptually-linked works that are informed by materiality, context, theory, and contemporary practice. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
May be repeated for credit.
Prerequisite: ART 187.
Distribution Requirements: HE, PD.

ART 480 - Professional Practices
Credits: 4
Exploration of practical techniques to help students build and maintain a thriving art practice, examining careers in the commercial and fine arts, arts education, and non-profits. Students learn effective research skills for artists, and create appropriate documentation for professional applications, self-promotion, and social media strategies. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
Must be taken on a letter-grade basis.
Prerequisite: Any 200-level Studio Art course.
Distribution Requirements: HE, ME.

ART 520 - Internship: Erie Art Museum
Credits: 1-4
An internship for students with adequate preparation in art history that enables them to become familiar with the operations of an art museum, including day-to-day administration, preparation of special exhibits, and interaction with the professional art world. In addition to duties assigned by the museum, the student keeps a journal and writes a research paper. Special projects can be developed as appropriate to student capabilities and the museum's schedule. The intern is evaluated by the Museum Director and the

supervising faculty member.
Prerequisite: Approval of the faculty advisor and Museum Director.
Distribution Requirements: none.

ART 523 - Internship: Gallery or Museum
Credits: 1-4
An internship that enables students to become familiar with the operations of an art gallery or an historical museum, including day-to-day administration, preparation of special exhibitions, and interaction with the professional gallery and museum world. In addition to duties assigned by the gallery or museum personnel, the student keeps a journal and writes a research paper. Special projects can be developed as appropriate to student capabilities and the institution's schedule. The intern is evaluated by the Gallery or Museum Director and the supervising faculty member.
Prerequisite: Approval of the faculty advisor and Gallery or Museum Director.
Distribution Requirements: none.

ART 529 - Internship: Art
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

ART 580 - Junior Seminar
Credits: 4
Preparation for advanced, independent research in studio art. In addition to independent studio production and an exhibition requirement, this seminar includes readings in contemporary art and critical theory, and covers proposal writing, historical contextualization, and creation of a portfolio of artwork with thematic cohesion. This course serves as a capstone experience for departmental minors and prepares majors for the Senior Project. Coursework integrates effective oral and written communication to explore contemporary and historical practices within the medium and the role of art in human experience.
Must be taken on a letter-grade basis.
Prerequisite: Two Studio Art courses and one Art History course and permission of instructor.
Distribution Requirements: none.

ART 584 - Contemporary Institutions of Display
Credits: 4
A critical examination of venues that display art from the 1960s to the present, building on the premise that they are ideologically invested spaces that actively inform public perception of works within. In addition to working with the concurrent offerings of the Bowman, Penelec and Megahan Galleries, students study a range of institutions, including museums, galleries, alternative non-profit spaces, and private foundations, become acquainted with aspects of the art market and various art-related career paths, and participate in a hands-on gallery project.

Prerequisite: ART 115, ART 250 or HIST 170.
Distribution Requirements: none.

ART 590 - Independent Study
Credits: 1-4
For upper-class students who are qualified to do work outside the scope of regularly scheduled courses. May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

ART 600 - Senior Project I: Studio Art
Credits: 2
A mandatory preparatory course for ART 610. Students write a project proposal and budget, prepare a preliminary Artist Statement, research paper, and bibliography.
Must be taken Credit/No Credit.
Prerequisite: ART 580 and Permission of Instructor.
Distribution Requirements: None.

ART 610 - Senior Project II: Studio Art
Credits: 4
A continuation of ART 600. Students execute an independently researched visual art portfolio project accompanied by a research paper with bibliography, Artist Statement, and appropriate project documentation, exhibited in the Art Galleries and conducted under the supervision of Art department faculty.
Must be taken on a letter-grade basis.
Prerequisite: ART 600 and Permission of the Instructor.
Distribution Requirements: None.

ASI 620 - Senior Project Art, Science, and Innovation
Credits: 4
A one-semester, independently researched visual art portfolio project accompanied by a research paper, artist statement, and appropriate documentation, exhibited in the Art Galleries, and conducted under the supervision of Art department faculty.
Must be taken on a letter-grade basis.
Prerequisite: ART 580 and Permission of instructor
Distribution Requirements: None.

ID 600 - Senior Project I
Credits: 2
A one-semester, 2-credit, independently researched industrial design in-process portfolio, and project statement that will inform the reflective paper and display of the finished portfolio in ID 610 - Senior Project II. ID 600 is conducted under the supervision of Industrial Design faculty and affiliated faculty.
Must be taken on a letter-grade basis.
Prerequisite: ART 580 AND permission of instructor.
Distribution Requirements: None.

ID 610 - Senior Project II
Credits: 2
A one-semester, 2-credit, independently researched industrial design portfolio project accompanied by a reflective paper, project statement, and appropriate documentation, displayed for public viewing, and conducted under the supervision of Industrial Design faculty and affiliated faculty.
Must be taken on a letter-grade basis.
Prerequisite: ID 600 AND permission of instructor.
Distribution Requirements: None.

Biochemistry

BCHEM 529 - Internship: Biochemistry
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student. May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

BCHEM 600 - Senior Project I
Credits: 2
Development of individual senior research projects in group and individual meetings with the project advisor and other appropriate faculty members. Pertinent literature is examined in order to identify proper experimental approaches, designs, techniques, and methods of data analysis. Oral and written research proposals and progress reports are presented and discussed.
Prerequisite: Permission of instructor.
Distribution Requirements: none.
Intended for Biochemistry majors. Seniors only.
Note: A student's Senior Project Committee must include representation from each of the two affiliated departments (Biology and Chemistry).

BCHEM 610 - Senior Project II
Credits: 4
A continuation of BCHEM 600. Group and individual meetings are held to evaluate the progress of individual student research projects. Emphasis is placed on data analysis and interpretation, and on modes of presentation of research findings. Students complete a written thesis and oral defense before a board of biochemistry faculty.
Prerequisite: BCHEM 600.
Distribution Requirements: none.
Intended for Biochemistry majors. Seniors only.
Note: A student's Senior Project Committee must include representation from each of the two affiliated departments (Biology and Chemistry).

Biology

BIO 175 - Medical Terminology
Credits: 4
An introductory course in medical language, including word roots, prefixes, and suffixes. The course introduces specific medical terminology associated with body systems and provides a general overview of human anatomy, physiology, and disease processes (pathophysiology). The course covers the integumentary, musculoskeletal, nervous, cardiovascular, digestive, urinary, respiratory, endocrine, lymphatic/immune, hematology, and reproductive body systems. This course does not fulfill requirements for the biology major or minor.
Distribution Requirements: None.

BIO 210 - Human Anatomy and Physiology I
Credits: 4
An introduction to the study of the human body. Includes coverage of biological and chemical foundations; cellular structure and dynamics; tissues; and the integumentary, skeletal, muscular, and nervous systems. Lecture and one three-hour laboratory per week. This course does not fulfill requirements for the biology major or minor.
Distribution Requirements: None.

BIO 211 - Human Anatomy and Physiology II
Credits: 4
Continuing study of the human body. Includes coverage of cardiovascular, immune, lymphatic, endocrine, respiratory, digestive, and reproductive systems, and human development. Lecture and one three-hour laboratory per week. This course does not fulfill requirements for the biology major or minor.
Distribution Requirements: None.

BIO 219 - Marine Biology
Credits: 4
An introduction to the biology of marine organisms, and the physiological traits and ecological relationships that influence the marine ecosystem. We consider how the interactions between organisms and their physical and biological environment (other organisms) affect the distribution and abundance of populations and ecosystems. We also take a comparative approach to the diversity of physiological systems that have evolved in different marine organisms to meet the environmental challenges they face (energy, water balance, reproduction, gas exchange, defense). Multiple lectures and one discussion period per week.
Students may not receive credit for both BIO 219 and BIO 220.
Distribution Requirements: QR, SP.

BIO 220 - Organismal Physiology and Ecology
Credits: 4
An introduction to the biology of organismal form and function (physiology) and the interaction of organisms with their environment (ecology). We take a comparative approach to the diversity of physiological systems that have evolved in different organisms to meet the environmental challenges that

they face (energy, water balance, excretion of wastes, communication, reproduction, gas exchange, defense). We also consider how the interactions between organisms and their physical and biological environment (other organisms) affect the distribution and abundance of populations and ecosystems. Multiple lectures and one discussion period per week.
Students may not receive credit for both BIO 219 and BIO 220.
Distribution Requirements: QR, SP.

BIO 221 - Genetics, Development and Evolution
Credits: 4
An introduction to the central role of genetics in modern biology. Topics include an examination of how genetic information is expressed and regulated, how it directs organismal development, how it is passed from one generation to the next, and how it is modified via the evolutionary process. Multiple lectures and one discussion period per week.
Distribution Requirements: QR, SP.

BIO 250 - Investigative Approaches in Biology
Credits: 4
An investigative laboratory course that emphasizes experimental design, experimental techniques, analysis and interpretation of data, and written and oral presentation. The course consists of multi-week project modules designed to illustrate investigative approaches at different levels of biological organization: molecular/cellular, organismal/physiology, and population/ecosystem. Emphasizes independent and cooperative laboratory/field work and writing and speaking in the sciences. Two 3-hour meetings per week.
Must be taken on a letter-grade basis.
Prerequisite: BIO 219, BIO 220, or BIO 221
Distribution Requirements: SP.
This course is required for Biology majors and minors.

BIO 301 - Physiological Ecology
Credits: 4
A study of the relations of organisms to one another and to their surrounding physical environment, with an emphasis on understanding how physiological traits of animals affect their geographic distributions and interactions with one another. Topics include hormonal control of development, metabolic changes in response to environmental change, physiological costs of reproduction, disease ecology, and physiology of behavior. Labs involve field collections and sampling as well as indoor activities measuring animal physiological responses to various ecological conditions. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201.
Distribution Requirements: QR, SP.

BIO 305 - Molecular Biology
Credits: 4
A study of the molecular components of replication and gene expression in prokaryotes and eukaryotes. The molecular aspects of gene structure, function, and regulation are emphasized, as are current methods for the study of these topics. One laboratory per week.

Prerequisite: BIO 219 OR BIO 220, BIO 221, CHEM 122 and FSBIO 201 or FSCHE 201. CHEM 231 prerequisite or corequisite highly recommended.
Distribution Requirements: QR, SP.

BIO 310 - Microbiology
Credits: 4
A study of the structure, physiology, genetics, and evolution of prokaryotes, viruses, and lower eukaryotes. Emphasis is placed on microbial diversity, interactions among microbes, and interactions of microbes with their environment, including human hosts. Lectures include discussions of papers from the primary literature. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, CHEM 122, and FSBIO 201 or FSCHE 201.
Distribution Requirements: SP.

BIO 320 - Cell Biology
Credits: 4
A study of the structure and function of eukaryotic cells. Topics include current methods in cell biology and molecular genetics, the structure and function relationships of major organelles and cytoskeletal elements, interactions between cells, regulation of cell division and cell death, and signal transduction pathways. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, CHEM 122, and FSBIO 201 or FSCHE 201. CHEM 231 prerequisite or corequisite highly recommended.
Distribution Requirements: QR, SP.

BIO 321 - Epidemiology
Credits: 4
A study of the determinants and distributions of disease that will culminate in the design and application of an epidemiological study. This course will also provide students with an introduction to the science of epidemiology, including its historical origins, main concepts, and methodological approaches. Topics to be covered include data types and interpretation, differences in study design approaches, and the differences between association and causation.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201 .
Distribution Requirements: QR, SP.
Students may not receive credit for both GHS 321 and BIO 321.
GHS 321 will no longer count towards the Biology major or minor.
BIO 321 will no longer count as a Core Course in Global Health Studies.

BIO 325 - Genetics
Credits: 4
A study of the mechanisms of inheritance at the molecular, organismal, and population levels. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201 or FSCHE 201.
Distribution Requirements: QR, SP.

BIO 330 - Population and Community Ecology
Credits: 4

A study of the dynamics of populations and how they change with time and interact with other populations of mutualists, competitors, predators, and prey. Students examine the emergent properties of communities (interacting population assemblages) and ecosystems such as diversity, productivity, energy flow, and nutrient dynamics. Laboratories emphasize investigations in local field sites. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, FSBIO 201, and either MATH 141 or MATH 151.
Distribution Requirements: QR, SP.

BIO 331 - Paleobiology
(also listed as GEO 331)
Credits: 4
A study of temporal and spatial changes of the Earth's fauna within the context of evolution and geological processes. Our study focuses on analysis and use of paleontological data in evolution, systematics, paleoecology, paleoclimatology, geology, and extinction. Laboratory: one period plus field trips.
Prerequisite: BIO 219 OR BIO 220 OR BIO 221 and FSBIO 201, or GEO 120 and FSGEO 201.
Distribution Requirements: QR, SP.

BIO 332 - Forest Ecosystems and Management
(also listed as ENVSC 332)
Credits: 4
A study of forest ecosystems and threats to forests caused by human actions. The course examines fundamental ecological processes that control forest ecosystems and the importance of forests in regional and global environments. Impacts of global warming, forest harvesting, air pollution and improper management will be discussed. Management regimes that result in sustainable forest practices will also be explored. Regional forest issues, as well as national and international forest concerns, will be addressed. Laboratory exercises will examine topics in local forested environments. Laboratory, one period.
Prerequisite: ENVSC 110, ENVSC 210, or a lab-based course in the natural science division.
Distribution Requirements: QR, SP.

BIO 335 - Conservation Biology
(also listed as ENVSC 335)
Credits: 4
The study of biological diversity and the increasingly severe effects of human society on populations and communities of wild organisms. Emphasis on local and global patterns of diversity, causes and consequences of declines in diversity, and ways to work with natural or managed systems to maintain or restore diversity. The laboratory emphasizes learning local flora and fauna, investigating local conservation biology issues, and using tools and techniques of wildlife and natural resource management to understand and resolve conservation problems. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201 or ENVSC 110.
Distribution Requirements: QR, SP.

BIO 340 - Evolution
Credits: 4
An examination of modern evolutionary biology, focusing on the process and pattern of evolutionary

change. Topics include sources of genetic variation, natural selection and adaptation, molecular evolution, speciation, macroevolution, and the reconstruction of evolutionary history.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201.
Distribution Requirements: QR, SP.

BIO 344 - Stream Ecology
(also listed as ENVSC 344)
Credits: 4
Study of the physical and biological characteristics of stream ecosystems. The laboratory emphasizes field study of local aquatic habitats. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201 or ENVSC 110.
Distribution Requirements: QR, SP.

BIO 350 - Immunology
Credits: 4
An introduction to the cellular and molecular basis of vertebrate immune systems. Topics include the components and organization of the immune system, development of the immune system, studies of how organisms mount an immune response, and how the immune response itself can cause disease by being hypo- or hyper-reactive. Discussions of seminal papers from the primary literature and case studies of immune dysfunction are emphasized. Three lectures and one recitation per week.
Prerequisite: BIO 221.
Distribution Requirements: SP.

BIO 360 - Plant Physiology
Credits: 4
An exploration of plant growth, development, transport processes, and adaptations to the environment. Current molecular, cellular, biochemical, and genetic approaches to the study of plants are emphasized. The laboratory focuses on plant responses to hormones and environmental factors. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201 or FSCHE 201; *Pre- or Corequisite:* CHEM 231.
Distribution Requirements: SP.

BIO 365 - Comparative Anatomy
Credits: 4
Organ systems of chordate animals are studied in relation to evolutionary relationships and adaptive specializations. Two laboratories per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201.
Distribution Requirements: QR, SP.

BIO 367 - Human Anatomy
Credits: 4
A study of the anatomical structure of the human body. Body structure will be studied by organ systems and will involve a balance between gross anatomical study and histology. Form-function relationships will be explored. The laboratory study will involve working with human skeletal collections and

observations of human models and non-human preserved specimens.
Prerequisite: BIO 219 OR BIO 220
Distribution Requirements: QR, SP.

BIO 380 - Animal Physiology
Credits: 4
Emphasis is placed on the nervous system and the endocrine system as the two communication systems in the body underlying the regulation of physiological function. Other systems, such as those involved in circulation, respiration, digestion, excretion, and fluid regulation, are discussed, primarily from a cellular perspective. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221, CHEM 122, and FSBIO 201.
Distribution Requirements: QR, SP.

BIO 385 - Biostatistics
Credits: 4
Introduction to quantitative methods with biological applications. Content includes descriptive statistics, probability distributions, tests of significance and curve fitting techniques.
Prerequisite: MATH 141 or MATH 151.
Distribution Requirements: QR, SP.

BIO 529 - Internship: Biology
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student. May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

BIO 580 - Junior Seminar
Credits: 4
Seminar discussions on selected topics in biology. Students locate, critically analyze, interpret, and discuss primary literature within the biological sciences. Students design and carry out independent laboratory or field research consistent with the relevant biological sub-discipline. Includes discussions of ethical practices in research. Different sections taught in the same semester may have different topics; please consult the Biology Department for details.
Prerequisite: BIO 219 OR BIO 220; BIO 221; completion of FSBIO 201 with a grade of C or better; and permission of instructor.
Distribution Requirements: none.
Required of all majors in Biology.

BIO 590 - Independent Study
Credits: 1-4
Designed for students who desire to pursue advanced work. Work may consist of experimental laboratory research or of a problem based entirely upon library research. May be repeated for credit.
Prerequisite: Permission of instructor.

Distribution Requirements: none.
Enrollment only by permission of the department. Arranged by consultation.

BIO 600 - Senior Project and Seminar I
Credits: 2
Individual senior research projects will be developed in group and individual meetings with the project advisor and other appropriate faculty members. Pertinent literature is examined in order to identify proper experimental approaches, designs, techniques, and methods of data analysis. Oral and written research proposals and progress reports are presented and discussed. Must be taken on the letter-grade basis.
Prerequisite: BIO 580 and permission of instructor.
Distribution Requirements: none.

BIO 610 - Senior Project and Seminar II
Credits: 4
A continuation of BIO 600. Group and individual meetings are held to evaluate the progress of individual student research projects. Emphasis is placed on data analysis and interpretation, and on modes of presentation of research findings. Students will complete a written thesis, oral defense, and present their findings at the departmental senior project symposium. Must be taken on the letter-grade basis.
Prerequisite: BIO 600 and permission of instructor.
Distribution Requirements: none.

FSBIO 201 - Investigative Approaches in Biology
Credits: 4
An investigative laboratory course that emphasizes experimental design, modern experimental techniques and instrumentation, analysis and interpretation of data, and written and oral presentation. The course consists of several multi-week project modules designed to illustrate investigative approaches at different levels of biological organization-molecular/cellular, organismal/physiology, and population/ecosystem. There is an emphasis on independent and cooperative laboratory/field work, and on writing and speaking in the sciences. Two 3-hour meetings per week.
Must be taken on the letter-grade basis.
Prerequisite: BIO 219 OR BIO 220 OR BIO 221, and FS 102 or FS 200 .
Distribution Requirements: none.

Black Studies

BLKST 100 - Introduction to Black Studies
Credits: 4
An introduction to the field of Black Studies. This course serves as a cornerstone for the Black Studies Minor and attends to the transdisciplinary nature of inquiry and therefore draws from a range of disciplines to provide a broad understanding of themes. Students are introduced to key terminology and to the work of artists and scholars in Black history, sociology, feminist thought, and critical race studies.
Distribution Requirements: HE, PD.
Required for the Black Studies minor.

BLKST 174 - Black Faith and Thought
(Also listed as RELST 174)
Credits: 4
An introductory survey of the Black religious experience in the United States from the early twentieth century to the present. Students explore the doctrines, traditions, and practices of prominent and obscure Black religious leaders, movements, and organizations. The exploration includes examining how Black faith and thought have evolved to offer critical religio-cultural and religio-racial responses to contemporary socio-political issues and challenges faced by the Black community in the US (e.g., race, gender, sexuality, social reform).
Distribution Requirements: HE, PD.

BLKST 236 - African-American/Diasporic Literatures
(Also listed as ENGL 236)
Credits: 4
An examination of Anglophone literatures of the African Diaspora. Emphasis will be on the relationship among literary works produced during the same historical period, on the interactions between literature and culture during a historical period, and on the changes and developments that establish the boundaries between one period in literary history and another. Representative course topics include African-American, Caribbean, Afro-Futurism, or Trans-Atlantic focus.
Distribution Requirements: HE, PD.

BLKST 255 - African-American History to 1865
(also listed as HIST 255)
Credits: 4
A survey of the history of African-Americans from the earliest appearance of Africans in colonial North America to the end of the Civil War. Students explore slavery, slave society and economy, slave culture, African Americans and politics, and the abolition of slavery.
Distribution Requirements: HE, PD.

BLKST 257 - African-American History since 1865
(also listed as HIST 257)
Credits: 4
A survey of African-American history from the end of the Civil War to the present. Students explore topics such as Reconstruction, the rise and fall of Jim Crow, the Great Migration, the Harlem Renaissance, the Civil Rights Movement, Black Power, and Hip Hop. The lives of major figures in America's racial history are also examined.
Distribution Requirements: HE, PD.

BLKST 300 - Critical Race Theory
Credits: 4
An examination of the relationship between race, racism, and power within a United States context. The course studies the history of critical race theory (CRT) in law and traces its influence across various academic and non-academic fields. Students analyze interdisciplinary scholarship in Black studies, education, law, and history to identify the overwhelming presence of racism in mass culture. Students

learn about different theoretical approaches related to CRT including whiteness studies, race and educational policy, and critical race feminism. Students participate in projects that help them translate theory to practice.
Prerequisite: BLKST 100
Distribution Requirements: HE, PD.

BLKST 305 - Black Feminist Thought
Credits: 4
An interdisciplinary study of historical and contemporary US Black feminist theory emphasizing agency and self-determination, community and collective action in movement building, resistance, resilience, healing, sprituality, and sociopolitical transformation. The course draws on intersectional approaches through its examination of scholarship, fiction, music, film/documentaries, and/or poetry and pays close attention to LGBTQAIP, trans, nonbinary, and genderqueer perspectives.
Prerequisite: WGSS 100 or BLKST 100
Distribution Requirements: HE, PD.

BLKST 355 - Black Meadville
(Also listed as COMJ 355)
Credits: 4
A study of the experiences of Black Meadville residents of the past, present, and future. Class readings distinguish between Black urban experiences and Black rural experiences. Students sift through archival records in Meadville, interview Black Meadville residents, and work in collaboration with Black Meadville residents to construct action oriented projects that highlight community assets and address needs. Course participants investigate the stories of Black public school students, recent residents, and long-term Meadville residents. By semester's end, Allegheny students understand the importance of critical citizenship and question which Meadville voices are vital to local, public discourse(s).
Prerequisite: BLKST 100 or COMJ 160
Distribution Requirements: CL, PD.

BLKST 374 - Black Theology
(Also listed as RELST 374)
Credits: 4
An exploration and evaluation of the historical background and origins of Black Theology and an analysis of the relationship between Black Theology, the Black church, and Black liberation movements. Major issues and topics that define Black Theology include: the claim that liberation is the ethos of Christian theology, the proclamation of the Black Christ, a Black approach to Christian Scripture, and an examination of the role of women, gender, and sexuality within Black communities.
Distribution Requirements: HE, PD.

BLKST 529 - Internship: Black Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student. May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Business

BUS 530 - Internship: Business
Credits: 1-4
An experiential learning seminar that focuses on an understanding of how real-world profit-maximizing business organizations and not-for-profit institutions are managed. Through regular contacts with business executives, students are expected to acquire skills and competencies that prepare them for career opportunities in business, finance, accounting, management, marketing and entrepreneurship. Students are placed as interns in various local, regional, national, and international organizations, and are also expected to complete a capstone project supervised by the internship instructor.
Distribution Requirements: None.

BUS 620 - Senior Project
Credits: 4
A graded course required of Business majors generally taken in the second semester of the senior year. Students should enroll in a section with the instructor who has agreed to supervise the Senior Project. The course entails the writing and defense of the Senior Project.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

Chemistry

CHEM 119 - Quantitative Reasoning in Chemistry
Credits: 2
An introduction to basic chemical concepts and quantitative reasoning, which are a prerequisite to the in-depth study of chemistry. This course will use mathematical relationships and models to understand and emphasize chemical concepts. These models will be used to develop quantitative problem solving skills.
Distribution Requirements: none.
May not be taken for credit after successful completion of CHEM 120 or higher. This course does not count towards a major or minor in chemistry or toward the College Distribution Requirements.

CHEM 120 - Chemical Concepts 1
Credits: 4
An introduction to atomic and molecular structure and reactivity. Topics include atomic and molecular structure, stoichiometry, kinetics, equilibrium, and acid-base chemistry. An emphasis is placed on the use of mathematical reasoning to solve problems and obtain a quantitative understanding of chemical systems. One three-hour laboratory period per week.
Prerequisite: Placement into MATH 151, or completion of MATH 140 or higher, or CHEM 119 with a grade of C or better.
Distribution Requirements: QR, SP.

CHEM 122 - Chemical Concepts 2
Credits: 4

An introduction to chemical equilibrium and reactivity. Topics include thermodynamics, solution equilibrium and kinetics. An emphasis is placed on the use of mathematical reasoning to solve problems and obtaining a quantitative understanding of chemical systems. One three-hour laboratory period per week.
Prerequisite: Completion of CHEM 120 with a grade of C or better.
Distribution Requirements: QR, SP.

CHEM 222 - Inorganic Chemistry
Credits: 4
An examination of the structure, bonding, and reactivity of inorganic compounds with examples drawn from main group and transition-metal chemistry. Topics include molecular symmetry and group theory with focus placed on their application to vibrational and electronic spectroscopy; molecular orbital theory; reaction mechanisms of coordination complexes; and organometallic chemistry. One laboratory per week.
Prerequisite: CHEM 122 with a C or better and completion of CHEM 231.
Distribution Requirements: QR, SP.

CHEM 231 - Organic Chemistry I: Form and Function
Credits: 4
An examination of the structure and reactivity of small organic molecules. Discussion of molecular architecture includes bonding, geometry and conformation. These considerations are applied to a survey of organic reactions, mechanisms and energetic. Emphasis is placed on the development of problem-solving skills and the concise communication of chemical ideas. One laboratory per week.
Prerequisite: Completion of CHEM 120 with a grade of C or better.
Distribution Requirements: QR, SP.

CHEM 234 - Organic Chemistry Laboratory II
Credits: 1
Designed to relate directly to the material in CHEM 332. Problems in qualitative analysis, multistep synthesis, and natural product isolation that expand on the techniques learned in CHEM 231 lab are presented. Emphasis is placed on the student's ability to work skillfully and independently in the laboratory, and to present well-structured conclusions in the form of written laboratory reports.
Prerequisite: CHEM 332 Must be taken either prior to or at the same time as this course.
Distribution Requirements: QR, SP.

CHEM 242 - Physical Chemistry
Credits: 4
An introduction to classical thermodynamics and kinetics. Examples from biology, physics, environmental science and chemistry are used to illustrate the principles. Spring semester offering emphasizes biological examples.
Prerequisite: Completion of both CHEM 122 and MATH 152 both with a grade of C or better.
Distribution Requirements: QR, SP.

CHEM 253 - Introductory Biochemistry
Credits: 4
An elucidation of the structure and function of biological macromolecules such as proteins, nucleic acids,

carbohydrates, and lipids. The chemistry of various biological processes is studied and an attempt is made to provide a molecular explanation for biological phenomena. The laboratory introduces modern techniques in experimental biochemistry. One laboratory per week.
Prerequisite: Completion of CHEM 122 and CHEM 231 both with a grade of C or better.
Distribution Requirements: QR, SP.

CHEM 332 - Organic Chemistry II: Synthetic Strategies
Credits: 4
A continued examination of the structure and reactivity of small organic molecules, with an emphasis on synthetic methodology. The mechanistic background developed in CHEM 231 is expanded to include aromatic compounds, and this comprehensive knowledge if applied to the study of methods for the construction of diverse synthetic targets. Also continued from CHEM 231 is the discussion of molecular structure, which is examined from the standpoint of spectroscopic analysis. Emphasis is placed on the development of problem-solving skills and the concise communication of chemical ideas.
Prerequisite: Completion of CHEM 231 with a grade of C or better. Must be completed prior to taking this course. *Corequisite:* CHEM 234 or CHEM 386 should be taken at the same time as this course..
Distribution Requirements: QR, SP.

CHEM 345 - Quantum Chemistry
Credits: 4
An introduction to the description of chemical systems on the molecular level. The macroscopic behavior of chemical systems is interpreted using the theoretical, microscopic description provided by quantum mechanics.
Prerequisite: Completion of both CHEM 122 and MATH 152 with a grade of C or better.
Distribution Requirements: QR, SP.

CHEM 354 - Biochemical Metabolism
Credits: 4
A survey of the major metabolic pathways. Carbohydrate, lipid, electron transport and amino acid metabolic pathways are explored at the molecular level. The roles of enzymatic mechanisms and of metabolic integration in health and disease are emphasized. Mechanistic and structural considerations are also applied to drug design and drug metabolism.
Prerequisite: Completion of CHEM 122 and CHEM 231 both with a grade of C or better
Distribution Requirements: QR, SP.

CHEM 357 - Macromolecular Synthesis
Credits: 2
A chemical and structural examination of how cells synthesize macromolecules. The biochemical mechanisms for the synthesis of nucleic acids and proteins are examined at the molecular and chemical level.
Prerequisite: CHEM 253.
Distribution Requirements: QR, SP.

CHEM 362 - Analytical Chemistry
Credits: 4

An introduction to the principles and application of modern instrumental methods in quantitative chemical analysis found in chemical research. The course will both cover the theoretical foundations of scientific analysis and instrumentation, and provide practical experience, including developing methods, designing experiments, techniques for quantitative measurement, and data analysis to answer scientific questions. Techniques include chromatography (HPLC and GC), mass spectrometry, and spectroscopies (NMR, Raman).
Prerequisite: FSCHE 201.
Distribution Requirements: QR, SP.

CHEM 386 - Multistep Synthesis
Credits: 2
A practical introduction to advanced synthetic laboratory skills. Multistep procedures are used to construct small organic targets and biomolecules. Reliance on the literature to plan and execute independent investigations is required. Modern instrumentation is utilized for product analysis.
Pre- or Corequisite: CHEM 332.
Distribution Requirements: QR, SP.

CHEM 422-429 - Current Topics in Inorganic Chemistry
Credits: 2
An examination of methods, theories and practices in the discipline of inorganic chemistry. Group discussion is based on readings from journal articles and monographs. Students contribute to the class through literature research, discussion and brief presentations.
May be repeated for credit.
Prerequisite: CHEM 222 or permission of the instructor.
Distribution Requirements: SP.

CHEM 432-439 - Current Topics in Organic Chemistry
Credits: 2
An examination of methods, theories and practices in the discipline of organic chemistry. Group discussion is based on readings from journal articles and monographs. Students contribute to the class through literature research, discussion and brief presentations.
May be repeated for credit.
Prerequisite: CHEM 332 or permission of the instructor.
Distribution Requirements: SP.

CHEM 442-449 - Current Topics in Physical Chemistry
Credits: 2
An examination of methods, theories and practices in the discipline of physical chemistry. Group discussion is based on readings from journal articles and monographs. Students contribute to the class through literature research, discussion and brief presentations.
May be repeated for credit.
Prerequisite: CHEM 242 or permission of the instructor.
Distribution Requirements: QR, SP.

CHEM 452-459 - Current Topics in Biochemistry
Credits: 2
An examination of methods, theories and practices in the discipline of biochemistry. Group discussion is based on readings from journal articles and monographs. Students contribute to the class through literature research, discussion and brief presentations.
May be repeated for credit.
Prerequisite: CHEM 253.
Distribution Requirements: SP.

CHEM 462-469 - Current Topics in Analytical Chemistry
Credits: 2
An examination of methods, theories and practices in the discipline of analytical chemistry. Group discussion is based on readings from journal articles and monographs. Students contribute to the class through literature research, discussion and brief presentations.
May be repeated for credit.
Prerequisite: FSCHE 201.
Distribution Requirements: SP.

CHEM 529 - Internship: Chemistry
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

CHEM 584 - Junior Seminar
Credits: 2
A practical introduction to laboratory techniques and research methods used in the senior project. Multi-week projects are undertaken to investigate chemical systems. Reliance on the literature to plan and execute independent investigations is required. Modern instrumentation is utilized for each project. An emphasis is placed on good written and oral communication skills.
Prerequisite: FSCHE 201 (or FSBIO 201) and permission of instructor.
Distribution Requirements: none.

CHEM 590 - Independent Study
Credits: 1-4
Study of special topics and/or laboratory research selected by the student who wishes to pursue independent work on material not covered in established courses.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

CHEM 600 - Senior Project
Credits: 2

A laboratory investigation of some topic of current research interest in collaboration with a faculty member. The topic is chosen by the student in consultation with the faculty mentor. Careful laboratory technique, critical evaluation of data, depth of specialized knowledge, independence and originality are cultivated. A written and oral defense before a board of Chemistry faculty and regular attendance at the departmental seminar series are required during each semester of enrollment. The Senior Project spans two semesters, earning two credit hours in the first semester, and four credit hours in the second semester. A grade will be awarded for both semesters.
Must be taken on the letter-grade basis.
Prerequisite: CHEM 386 and CHEM 584.
Distribution Requirements: none.
First semester of two-semester project.

CHEM 610 - Senior Project
Credits: 4
A laboratory investigation of some topic of current research interest in collaboration with a faculty member. The topic is chosen by the student in consultation with the faculty mentor. Careful laboratory technique, critical evaluation of data, depth of specialized knowledge, independence and originality are cultivated. A written and oral defense before a board of Chemistry faculty and regular attendance at the departmental seminar series are required during each semester of enrollment. The Senior Project spans two semesters, earning two credit hours in the first semester, and four credit hours in the second semester. A grade will be awarded for both semesters.
Must be taken on the letter-grade basis.
Prerequisite: CHEM 600.
Distribution Requirements: none.
Second semester of two-semester project.

FSCHE 201 - Research Methods in Chemistry
Credits: 4
An introduction to writing, speaking, and research methods in the discipline of chemistry. Topics include experimental design, statistical analysis of data, ethical conduct of research and selected classical, spectroscopic and chromatographic methods of analysis. Analytical techniques are discussed in the context of laboratory projects that are designed, performed, and interpreted by the class.
Must be taken on the letter-grade basis.
Prerequisite: A grade of C or better in CHEM 120.
Distribution Requirements: none.

Chinese

CHIN 110 - Beginning Chinese I
Credits: 4
An introduction to both the spoken and written Chinese language. Students learn basic Chinese characters, structural patterns, reading strategies, and basic elements of Chinese culture. Three class meetings; one oral practice period per week.
Distribution Requirements: IP, ME.

CHIN 120 - Beginning Chinese II
Credits: 4
A continuation of the introduction to both the spoken and written Chinese language. Students learn additional Chinese characters and structural patterns. Students begin to practice reading for comprehension, develop basic writing skills, and receive an additional introduction to Chinese culture. Three class meetings; one oral practice period per week.
Prerequisite: CHIN 110 or permission of instructor.
Distribution Requirements: IP, ME.

CHIN 215 - Intermediate Chinese
Credits: 4
Continued acquisition and practice of both the spoken and written Chinese language. Students acquire additional Chinese characters and learn more complex structural patterns in order to improve reading and writing skills. Students begin to read selected authentic texts in Chinese to gain a better understanding of Chinese language and culture. Three class meetings; one oral practice period per week.
Prerequisite: CHIN 120 or permission of instructor.
Distribution Requirements: IP, ME.

CHIN 225 - Chinese Readings, Film, and Composition
Credits: 4
An examination of Chinese films and written texts. Students develop reading and writing skills as well as the cultural knowledge needed for successful study abroad. Three class meetings; one oral practice period per week.
Prerequisite: CHIN 215 or permission of instructor.
Distribution Requirements: HE, IP.

CHIN 305 - Advanced Chinese Language and Culture I
Credits: 4
An upper-level course for students who wish to develop and refine their ability to understand, speak, read, and write Modern Standard Chinese. Students examine extensive readings and video materials dealing with aspects of Chinese society and culture, economy, and politics. These texts serve as points of departure for discussion and composition. Recommended for students wishing to specialize in any field related to China. Three class meetings per week.
May be repeated for credit.
Prerequisite: CHIN 225 or permission of the instructor.
Distribution Requirements: IP, ME.

CHIN 529 - Internship: Chinese Language
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

CHIN 592 - Teaching in the Elementary or Secondary Schools
Credits: 2-4
A field experience in education during which students work with teachers and students in elementary or secondary schools. Relevant readings, as well as discussions with the instructor and the supervising teacher, provide the background and context for the fieldwork. Students are required to keep a reflective journal and to complete a culminating project based on their experiences in the classroom.
May be repeated for credit.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Communication, Media, and Performance

COMM 125 - Media and Culture
Credits: 4
An introduction to the social and political impacts of media culture. Students acquire media literacy, learning to distinguish between information and disinformation. Topics include structural and cultural differences in media forms, the necessity for and impact of diverse representations across various platforms, and media ethics. The skills from this course are invaluable in any industry as students produce critical and creative projects designed to communicate inclusively and effectively with various audiences.
Distribution Requirements: IP, PD.
Restrictions: FY/SO/JR only

COMM 145 - Communication and Democratic Life
Credits: 4
An introduction to the history and theories of public persuasion as an art central to civic life in a democratic society. Working with both ancient and contemporary texts, students explore the power of acts of communication to influence others, shape identities, form communities, and promote collective interests.
Distribution Requirements: CL, HE.

COMM 235 - Advanced Public Speaking
Credits: 4
A practical exploration of the skills and theories of effective public presentation. Students perform a number of formal and informal speeches and engage with readings on the nature of context, audience, persuasion, and persona. Our studies foster a commitment to civic engagement by focusing on the skills of public dialogue essential to processes of citizenship, community and social change.
Distribution Requirements: CL, ME.

COMM 241 - Media and Cultural Criticism
Credits: 4
An introduction to the research methods and approaches for writing well-researched and critical analyses of how media influences all aspects of culture. Students analyze different media content and forms, such as films, television/streaming shows, interactive and immersive technologies, social media, and public

performances. The course strengthens students' skills as writers, readers, and informed consumers of culture; as assertive and perceptive critics; and as careful editors and designers of complex writing/creative projects.
Prerequisite: COMM 125 or COMM 145
Distribution Requirements: HE, PD.

COMM 251 - Gender and Popular Culture
Credits: 4
An examination of the ways that gender identity is shaped by and also shapes popular culture in the U.S. Students study theories of gender and communication and learn how to analyze and understand representations of gender and sex in music, film, TV, social media, and everyday life.
Distribution Requirements: HE, PD.

COMM 256 - Power, Politics, and Communication
Credits: 4
An inquiry into the relationship between communication and politics. Emphasis is placed on the potential of language to create, perpetuate, and alter patterns of political and cultural behavior. Students consider the influence of contemporary political discourse on our understandings of public policy, political and cultural institutions, social controversies, and everyday life.
Distribution Requirements: CL, SB.

COMM 261 - The Business of Media
Credits: 4
An introduction to the business and economics of media industries. Students explore the way media are produced and how commercial institutions shape media content. Key issues include industry structure, corporate ownership, public relations, media markets and their impact on news, entertainment, political information, and public debate.
Distribution Requirements: CL, SB.

COMM 281 - Integrated Marketing Communications
Credits: 4
An examination of how Integrated Marketing Communications (IMC) is evolving in response to complex technological, social, cultural, economic, political, and environmental changes, using core models, strategies, and examples from Marketing and related Communication professions (Branding, Advertising, Public Relations, and Promotions). This course uses the framework of "conscious capitalism" and a case study approach to discuss business ethics and transformative IMC practices. Students learn to develop e-portfolio-worthy projects, make professional pitches and presentations, and put together an IMC proposal and creative campaign. This course requires project time outside of class hours.
Distribution Requirements: CL, ME.
Restrictions: FR/SO/JR only

COMM 301 - Advertising and Brand Storytelling
Credits: 4
An exploration of brandsstorytelling as an immersive art form and a communication tool for imagining purpose, identity, and possibilities. Students use advertising as a useful tool for advocacy and social

change from a business perspective. Students explore persuasion strategies, advertising and branding theories, and how diversity, equity, inclusion are framed in advertising and marketing through high impact case studies. Coursework leads to informed, effective, inclusive, and engaging projects. Invested students emerge with e-portfolio materials, and creative writing and presentation skills that are widely sought across all professions. This course requires students to meet with clients outside of class hours to develop and present marketing projects..
Prerequisite: COMM 281 or permission of the instructor.
Distribution Requirements: IP, ME.

COMM 320 - Media & Global Cultures
Credits: 4
An analysis of contemporary media debates on the cultural politics of global media representations and narratives, and how they shape our understanding of the world and our place in it. Topics include but are not limited to: framing international news, media representation of global cultures, place-branding and international tourism, and media responses to global crises.
Prerequisite: One 100-level or 200-level COMM course; or permission of the instructor.
Distribution Requirements: PD, SB.

COMM 331 - Disease, Disability, and Difference in Popular Culture
Credits: 4
An exploration of how American popular culture defines what it means to be "healthy" or "normal" in today's world. Students learn to analyze films, television, news, and other digital media to understand how such media sets expectations for dealing with illness, disability, or other divergences from social norms in a variety of ways.
Prerequisite: One 100-level or 200-level COMM course; or permission of instructor.
Distribution Requirements: PD, SB.

COMM 342 - Digital Media and Technology
Credits: 4
An examination of the impacts of digital and social media on online and material cultures. Students explore the role of media technologies in everyday life, focusing particularly on how they shape identities, cultures, and practices. Topics include but are not limited to: the power of media technology industries, built-in biases and privacy issues in artificial intelligence and big data, the normalizing of surveillance, technological innovation and creative activism, and technology as a tool for liberation and oppression.
Prerequisite: One 100-level or 200-level COMM course; or permission of the instructor.
Distribution Requirements: PD, SB.

COMM 351 - Media and Inequality
Credits: 4
Advanced reading in the topic of social inequality. Students explore the ways inequality gets represented in media and conceptualized in public discourse. Readings may focus on issues of income, wealth, class, race, gender, sexuality, and other forms of inequality.
Prerequisite: One 100-level or 200-level COMM course; or permission of instructor.
Distribution Requirements: HE, PD.

COMM 360 - Communication Rhetoric and Civic Engagement
Credits: 4
An exploration of the ways communication enhances civic engagement in an ever-changing society. Students critically engage with models of civic engagement to better understand how they legitimize forms of communicative interaction, authorize who can and cannot speak, and set standards for what can be said and how. Students consider how they can affect change in their own communities and/or personal lives.
Prerequisite: One 100-level or 200-level COMM course, or permission of instructor.
Distribution Requirements: CL, HE.

COMM 376 - Ethnographic Methods in Media and Cultural Studies
Credits: 4
A hands-on introduction to ethnographic research in media and cultural studies. Students learn methods of interviewing, oral history, and participant observation while engaging in collaborative, community-based research. Students work together to explore the ways in which media technologies shape cultures and use digital storytelling tools (e.g., podcasting) to share their collective research with a broader public.
Prerequisite: COMM 125. COMM 145, or FSCOM 201, or permission of instructor.
Distribution Requirements: CL, HE.

COMM 529 - Internship
Credits: 1-4
Practical application of theories and methods of communication through a guided experience with a partner institution. A department faculty member assigns and evaluates the work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

COMM 581 - Junior Seminar
Credits: 4
Prerequisite: COMM 125, COMM 145, and COMM 241; or permission of instructor.
Distribution Requirements: None.

COMM 590 - Independent Study
Credits: 1-4
Available to qualified students seeking to do advanced work outside the scope of scheduled course offerings. A project proposal must be submitted and approved in the semester prior to the semester in which the student registers for the course.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

COMM 600 - Comprehensive Seminar
Credits: 2
Preparation for the Senior Project. Students study research methods, conduct exploratory research, develop focused topics, and address issues of composition and revision. Much of the work for the seminar

is conducted independently, including a Senior Project Proposal and significant work toward the Senior Project.
Must be taken Credit/No Credit.
Prerequisite: COMM 581, and permission of instructor.
Distribution Requirements: None.

COMM 610 - Senior Project
Credits: 4
Prerequisite: COMM 581, COMM 600, and permission of instructor.
Distribution Requirements: None.

FDS 583 - Junior Seminar
Credits: 4
An intensive production class which explores visual and aural elements, which contribute to the art of narrative cinema. Early films, fictional and non-fictional, are used to study the origins of modern cinema. Each student makes short projects exploring filmic principles chosen from those presented in class. As a group, students produce a lengthier project and then arrange and promote a public screening. Students create a coherent visual style, understand the logistics of production, and gain an overview of the marketplace.
Prerequisite: FDS 171 , FDS 300 , and permission of instructor.
Distribution Requirements: None.

FDS 590 - Independent Study
Credits: 1-4
Available to qualified students seeking to do advanced work outside the scope of scheduled course offerings. A project proposal must be submitted and approved in the semester prior to the semester in which the student registers for the course.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

FDS 600 - Senior Seminar
Credits: 1
Preparation for the Senior Comprehensive Project. Students study research methods, conduct exploratory research, develop focused topics, and address issues of composition and revision. Much of the work for the seminar is conducted independently, including a Senior Project Proposal.
Must be taken Credit/No Credit.
Corequisite: FDS 583 and permission of instructor.
Distribution Requirements: None.

FDS 610 - Senior Project
Credits: 4
Prerequisite: FDS 583, FDS 600, and permission of instructor.
Distribution Requirements: None.

FILM 171 - Filmmaking 1
Credits: 4
A study of aesthetic concepts and production techniques involved in cinematic and television production. Students create works that demonstrate an understanding of the various production elements and how they can be combined for effective communication.
Distribution Requirements: HE, ME.

FILM 202 - Film as a Narrative Art
Credits: 4
An introduction to the critical study of the modes of film and digital media production. Students examine the distinctive formal elements of each mode as well as the historical, cultural, and economic context of production and reception. The modes we explore include but are not limited to classical Hollywood narrative, experimental, non-fiction, animation, and emerging media.
Distribution Requirements: HE.

FILM 300 - Filmmaking 2
Credits: 4
An intermediate-level production course in which students develop competency in a range of abilities to communicate in narrative, nonfiction, and experimental forms of cinema. Students study key elements of scriptwriting and concept design and refine their basic technical skills in lighting, sound, cinematography, and editing. Students apply learned skills in service to artistic, narrative, and conceptual forms of expression.
rerequisite: FILM 171 and permission of instructor.
Distribution Requirements: HE, ME.

FILM 350 - Filmmaking Technique
Credits: 4
An advanced-level workshop in which students develop expertise in one to two technical areas of filmmaking. Topics may include, but are not limited to: advanced cinematography; aural composition and visual design for the camera; visual effects; and advanced editing techniques. Students integrate learned techniques into fully produced film projects.
Prerequisite: FILM 171 or permission of instructor.
Distribution Requirements: ME.

FILM 375 - Documentary Tradition
Credits: 4
An exploration of the development and impact of the documentary genre in film and television. Students examine films that probe social, economic, or political issues. The discussion and written analysis of screened films emphasizes process, style, and historical perspective. Students produce their own documentary film as their major project for the course.
Distribution Requirements: CL, HE.

FILM 400 - Multimedia Storytelling
Credits: 4
A project-based seminar in which students research, create, critique, and revise substantial print, film, or

multi-media narratives. Students bring their storytelling skills to subjects in which they have emerging expertise or abiding interest (such as subject matter from their academic major).
Prerequisite: FILM 300, JOURN 310, or permission of instructor.
Distribution Requirements: None

FILM 500 - Internship in Media Production
Credits: 1-4
Liaison: Professor Keeley
Students may choose to work in one or more of the following areas: content development; production; publicity and public relations; fundraising and development; accounting and business management. Past interns have worked with WQLN, Erie; WSEE-TV, Erie; WJET-TV, Erie; WICU-TV, Erie; KDKA-TV, Pittsburgh; WPXI, Pittsburgh; WQED, Pittsburgh; WEWS, Cleveland; and NBC headquarters, New York. Internships sponsored by the Department of Media and Performance require the joint approval of a faculty liaison person and the host agency. Information on internship positions is also available from Career Education.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

FSCOM 201 - Communication in a Discipline: Communication Arts
Credits: 4
An introduction to writing and speaking in the discipline of Communication Arts.
Must be taken on the letter-grade basis.
Prerequisite: FS 102 or FS 200 .
Distribution Requirements: none.
The topical material covered in this sophomore seminar varies from section to section and year to year. Some sections of this course may have additional prerequisites.

THTR 110 - Introduction to Theatre
Credits: 4
An introduction to the principles, techniques, history, and literature of the theatre. Reading and viewing a wide range of plays, students explore prominent periods in theatre and culture. In addition, students examine the role of actors, designers, playwrights, directors, and audiences, and attempts to understand the unique contributions each makes to theatrical art. The course includes an in-class performance project.
Distribution Requirements: HE, ME.

THTR 150 - Acting 1: Fundamentals of Performance
Credits: 4
Exercises in the actor's base skills set for realistic performance: scene analysis, sensory work, and improvisation. Classroom performance of memorized scenes is required. Must be taken on letter-grade basis.
Distribution Requirements: HE, ME.

THTR 160 - Introduction to Stage Production
Credits: 2

An introduction to production structures and practices for live performance. Students explore the planning and implementation of production elements, including but not limited to costumes, lighting, scenery, and sound. Students are introduced to foundational concepts of form and function, safety and health, as well as company structures and management practices. This will be taught as a 7-week course.
Distribution Requirements: None.

THTR 161 - Scenic Production
Credits: 2
Lecture and laboratory about manufacturing scenic elements for live performance. Students develop proficiency with equipment, techniques, and methods used to realize static and kinetic scenic elements. Areas explored may include structural design and fabrication, rigging and automation, stage properties and scene painting. This will be taught as a 7-week course.
Prerequisite: THTR 160 and permission of instructor.
Distribution Requirements: None.

THTR 162 - Costume Production
Credits: 2
Lecture and laboratory about manufacturing costume elements for live performance. Students develop proficiency with equipment, techniques, and methods used to frame the body of the performer. Areas explored may include fabric manipulation and garment construction, pattern-drafting and draping, stage makeup and mask construction. This will be taught as a 7-week course.
Prerequisite: THTR 160 and permission of instructor.
Distribution Requirements: None.

THTR 163 - Lighting Production
Credits: 2
Lecture and laboratory about supporting live performance through stage lighting systems. Students develop proficiency with equipment, techniques, and methods used to realize static and kinetic illumination. Areas explored may include electrical theory and photometrics, design documentation and implementation, control technologies, and LED and automated fixtures. This will be taught as a 7-week course.
Prerequisite: THTR 160 and permission of instructor.
Distribution Requirements: None.

THTR 181 - Stage Management
Credits: 4
Exploration and practical application of management theories and techniques for live performance. Students develop proficiency with script analysis, documentation, interpersonal communication, and coordination of collaborative teams. Areas explored may include rehearsal and personnel management, effective communication systems, conflict resolution, scheduling, budgeting, and integrating multiple production elements.
Distribution Requirements: ME, SB.

THTR 210 - Text and Performance
Credits: 4

An introduction to dramatic and theatrical analysis. In this course, models of critical theories (historical, textual, political) will be used to further the student's understanding of dramatic literature across several periods. Emphasis will be on written analysis, discussion, and dramaturgical research.
Prerequisite: THTR 110 or permission of instructor.
Distribution Requirements: HE, ME.

THTR 221 - Practicum: Performance
Credits: 1
Project-based work within a collaborative team that emphasizes process and self-reflection [look for term in New Education]. Students build on approaches and techniques from Acting 1 (THTR 150) and apply them during a laboratory production setting. Students research, document, and analyze their individual contribution to the process of creating live performance. Typically, coursework includes evening and weekend sessions.
Must be taken Credit/No Credit.
Prerequisite: THTR 150 and permission of instructor.
Distribution Requirements: None.

THTR 222 - Practicum: Production
Credits: 1
Project-based work within a collaborative team that emphasizes process and self-reflection [look for term in New Education]. Students build on approaches and techniques from Stage Production (THTR 160) and apply them during a laboratory production setting. Students research, document, and analyze their individual contribution to the process of creating live performance. Coursework may include evening and weekend sessions.
Must be taken Credit/No Credit.
Prerequisite: THTR 160 and permission of instructor.
Distribution Requirements: None.

THTR 223 - Practicum: Management
Credits: 1
Project-based work within a collaborative team that emphasizes process and self-reflection [look for term in New Education]. Students build on approaches and techniques from Management for the Performing Arts (THTR 180) and apply them during a laboratory production setting. Students research, document, and analyze their individual contribution to the process of creating live performance. Typically, coursework includes evening and weekend sessions.
Must be taken Credit/No Credit.
Prerequisite: THTR 180 and permission of instructor.
Distribution Requirements: None.

THTR 224 - Practicum: Dramaturgy
Credits: 1
Project-based work within a collaborative team that emphasizes process and self-reflection [look for term in New Education]. Students build on approaches and techniques from Text and Performance (THTR 210) and apply them during a laboratory production setting. Students research, document, and analyze their individual contribution to the process of creating live performance. Typically, coursework includes

evening and weekend sessions.
Must be taken Credit/No Credit.
Prerequisite: THTR 210 and permission of instructor.
Distribution Requirements: None.

THTR 250 - Acting 2: Scene Study for Performance
Credits: 4
Focused scene study in order to develop proficiency in analyzing dramatic texts and developing realistic performance. Students study and analyze playwrights in the realistic genre. Classroom performance of memorized scenes is required.
Must be taken on the letter-grade basis.
Prerequisite: THTR 150 or permission of instructor.
Distribution Requirements: HE, ME.

THTR 260 - Production Design 1
Credits: 4
A critical examination and hands-on exploration of visual communication through design for live performance. Students synthesize design theory, script analysis, visual research, and graphic arts techniques in order to create dynamic performance frameworks. Students develop fundamental skills in costume, scenic, and lighting design as well as the ability to integrate the design areas into a cohesive aesthetic.
Distribution Requirements: HE, ME.

THTR 280 - Directing 1
Credits: 4
Dramatic analysis of the play from the director's point of view. A lecture and laboratory course dealing with the problems of translation from script to stage in terms of composition, picturization, movement, rhythm and tempo. Emphasis on the realistic proscenium theatre.
Prerequisite: THTR 150 and permission of instructor.
Distribution Requirements: HE, ME.

THTR 310 - The Contemporary Stage
Credits: 4
Advanced exploration of recent work by theatremakers toward more inclusive and accessible theatre. Students explore representation of diverse identities in drama and performance as well as efforts to create more equitable production practices for diverse participants and audiences. Readings may focus on issues of race, gender, sexuality, disability, class, and other forms of inequality.
Distribution Requirements: IP, PD.

THTR 311 - Theatre History 1: Classical Ages of the Theatre
Credits: 4
Close study of several major periods in Western theatre history, commencing with the origins of drama and concluding with the closing of the English playhouses in 1642. The course focuses on individuals, events, and dramatic forms that have contributed to the development of the theatre as a complex institution. In a larger sense, lectures and class discussions examine how these developments are shaped

by the political, social, and intellectual forces of their time.
Prerequisite: THTR 110 or permission of instructor.
Distribution Requirements: HE, IP.

THTR 312 - Theatre History 2: The Revolutionary Stage
Credits: 4
A survey of significant, revolutionary periods in the development of Western theatre through the seventeenth, eighteenth and nineteenth centuries. The craft, theory, technique, and dramaturgy of major movements including French neoclassicism, the English Restoration, romanticism, melodrama, and realism form the basis of study.
Prerequisite: THTR 110 or permission of instructor.
Distribution Requirements: HE, IP.

THTR 350 - Acting 3: Styles of Performance
Credits: 4
Continued development of actor training by exploring performance styles. Students expand vocal and physical capacity through performing historical or non-realistic dramatic texts. Classroom performance of memorized scenes is required. Must be taken on letter-grade basis.
Prerequisite: THTR 150 and THTR 250, or permission of instructor.
Distribution Requirements: HE, ME.

THTR 360 - Production Design 2
Credits: 4
A seminar and studio course during which students develop a functional understanding of advanced design theory and a portfolio of design work. Emphasis is placed on the student's ability to communicate design concepts through annotated visual research, written analyses, and graphic arts techniques.
Prerequisite: THTR 260 or permission of instructor.
Distribution Requirements: HE, ME.

THTR 380 - Directing 2
Credits: 4
A lecture and laboratory course exploring the auditory, visual, and kinetic analysis of the script. Theories of perception and communication are also explored. Emphasis on the problems of directing in the non-realism, non-proscenium theatre.
Prerequisite: THTR 280 or permission of instructor.
Distribution Requirements: HE, ME.

THTR 500 - Internship
Credits: 1-4
Internship in Arts Administration
Liaison: Professor Cosdon
The intern works in a performing arts organization in one or more areas involved in the act of supporting the creation of live performance: audience relations, community partnerships and education; financial administration; fundraising and development; marketing and public relations; touring and booking. Past

interns have been with the Pittsburgh Alloy Dance Theatre; the Three Rivers Shakespeare Festival; Meadville Council on the Arts; The Pittsburgh Foundation; the Trumbull (Ohio) Council on the Arts.

Internship in Theatre Arts
Credits: 1-4
Liaison: Professor Cosdon
The intern works in a performing arts organization in one or more areas involved in the act of generating live performance: directing, dramaturgy, management, performance, production.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

THTR 529 - Internship
Credits: 1-4
Practical application of theories and methods of communication through a guided experience with a partner institution. A department faculty member assigns and evaluates the work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

THTR 582 - Theatre Junior Seminar
Credits: 4
An intensive exploration of the creation and reception of theatre. Readings and activities may focus on aesthetics, audience studies, creative processes, cultural criticism, production practices, social inequality, and theatre history. Students complete significant individual projects and presentations.
Prerequisite: THTR 210 or permission of instructor.
Distribution Requirements: None.

THTR 590 - Independent Study
Credits: 1-4
Available to qualified students seeking to do advanced work outside the scope of scheduled course offerings. A project proposal must be submitted and approved in the semester prior to the semester in which the student registers for the course.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

THTR 600 - Comprehensive Seminar
Credits: 1
Preparation for the Senior Project. Students engage in research methods that include: conceiving focused topics; finding, summarizing, and analyzing sourses; and developing composition and revision practices. Students conduct their work individually, share it with peers frequently, and compose a project proposal that is presented to all instructors in the Theatre program.
Must be taken Credit/No Credit.

Prerequisite: THTR 582 and permission of instructor.
Distribution Requirements: None.

THTR 610 - Senior Project
Credits: 4
Prerequisite: THTR 582, THTR 600, and permission of instructor.
Distribution Requirements: None.

Community and Justice Studies

COMJ 160 - Foundations of Community & Justice Studies
Credits: 4
A foundational study of theories and ethics of social action, with a focus on civic engagement and citizenship. Theories of community service and ethical systems are explored as a way to understand how social action can be useful to a community as well as the problems that can arise in implementing plans. Students participate in a community engagement component, reflected upon in writing and discussion, so as to better understand how theories apply and where they may fall short. Attention is also paid to the ways in which class, race, and gender shape the processes and outcomes of social justice.
Prerequisite: First-year, sophomore or junior standing.
Distribution Requirements: CL, PD.

COMJ 280 - Power, Society, and Social Change
Credits: 4
An interdisciplinary exploration of power, society, and social change. What is society, and how do we study it? What do we mean by power? How is power established and maintained? How does society change? What is our role in making social change? Students wrestle with these questions through engagement with social, cultural, and political economic theory. Students cultivate a critical toolbox for approaching inequalities and injustices, as well as projects for social change. Emphasis is placed on intersectional thinking, that is, on seeing links between different systems of oppression (i.e., class, race, gender, nationality, ability).
Prerequisite: COMJ 160.
Distribution Requirements: PD and SB.

COMJ 310 - Multicultural Education
(also listed as EDUC 310)
Credits: 4
A study of theories, themes and guiding concepts that frame scholarship in Multicultural Education. Seminar discussions focus on critical race theory, global diversity, privilege, socio-economic status, and hip-hop pedagogy. Students participate in a community engagement component, testing theories through observations of actual classrooms and in interactions with community partners in Crawford County. This course is useful for students who are interested in graduate programs in education, social justice issues in K-12 education, and careers in teaching.
Prerequisite: EDUC 100 or COMJ 160.
Distribution Requirements: CL, PD.

COMJ 319 - Policing, Resistance, and Justice?
(Also listed as POLSC 319)
Credits: 4
A study of criminal punishment, race and citizenship. Students explore distrust between police and communities of color, paying particular attention to history, politics, and psychology. We investigate how political decisions shape how police, courts, and prisons interact with citizens in the United States. Students explore why disparate outcomes are prevalent in the system and the pathways for change. We pay particular attention to the political process and we analyze how and when protests and policy feedback have influenced policy. Finally, students explore rationales for and barriers to criminal justice reform and abolition in the United States.
Distribution Requirements: PD, SB.

COMJ 355 - Black Meadville
(Also listed as BLKST 355)
Credits: 4
A study of the experiences of Black Meadville residents of the past, present, and future. Class readings distinguish between Black urban experiences and Black rural experiences. Students sift through archival records in Meadville, interview Black Meadville residents, and work in collaboration with Black Meadville residents to construct action oriented projects that highlight community assets and address needs. Course participants investigate the stories of Black public school students, recent residents, and long-term Meadville residents. By semester's end, Allegheny students understand the importance of critical citizenship and question which Meadville voices are vital to local, public discourse(s).
Prerequisite: BLKST 100 or COMJ 160
Distribution Requirements: CL, PD.

COMJ 460 - Community Organizing and Civic Professionalism
Credits: 4
A study of the history and practices of community organizing as a methodology of social change and civic engagement. Through a seminar format, we trace key moments in a select group of movements for change and, through those cases, identify skills, values, and methods that are central to community organizing as a social and community practice. Students develop skills that are grounded in theory and history and that can be deployed in concrete social situations.
Prerequisite: COMJ 160.
Distribution Requirements: CL.

COMJ 529 - Internship: Community and Justice Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

COMJ 560 - Community and Justice Studies Junior Seminar
Credits: 4

A preparation for students to engage in community research. Students develop skills in data analysis and are introduced to broader social analysis and effective community interaction. Students are exposed to the basic tenets of qualitative and quantitative research, with a particular emphasis on developing rigorous research projects, but are also trained to locate their research findings in larger social processes, with discussions including both productive ways of interacting with community members as well as the connection between strong research and social change.
Prerequisite: COMJ 160.
Distribution Requirements: none.

COMJ 620 - Senior Project in Community and Justice Studies
Credits: 4
Completion, presentation, and defense of the Senior Project. Senior Projects in the Community and Justice Studies program should include a community engagement component developed in concert with the project advisor.
Prerequisite: COMJ 560.
Distribution Requirements: none.

Computer and Information Science

CMPSC 100 - Computational Expression
Credits: 4
An introduction to the principles of computer science with an emphasis on creative expression through the medium of a programming language. Participating in hands-on activities that often require teamwork, students learn the computational structures needed to solve problems and produce computational artifacts which address these problems in real-world contexts. Students also learn how to organize and document a program's source code so that it effectively communicates with the intended users and maintainers. Additionally, the introduction includes an overview of the discipline of computer science and computational thinking. During a weekly laboratory session students use industry-grade technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Distribution Requirements: ME, SP.

CMPSC 101 - Data Structures
Credits: 4
A continuation of CMPSC 100 with an emphasis on implementing, using, and evaluating the computational structures needed to efficiently store and retrieve digital data. Participating in hands-on activities that often require teamwork, students create data structures and algorithms whose correctness and performance they study through proofs and experimentation. Students continue to refine their ability to organize and document a program's source code so that it effectively communicates with the intended users and maintainers. During a weekly laboratory session, students use state-of-the-art technology to complete projects, reporting on their results through both written documents and oral presentations.Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.

Prerequisite: CMPSC 100 or permission of the instructor
Distribution Requirements: QR, SP.

CMPSC 102 - Discrete Structures
Credits: 4
An introduction to the foundations of computer science with an emphasis on understanding the abstract structures used to represent discrete objects. Participating in hands-on activities that often require teamwork, students learn the computational methods and logical principles that they need to create and manipulate discrete objects in a programming environment. Students also learn how to write, organize, and document a program's source code so that it is easily accessible to intended users of varied backgrounds. During a weekly laboratory session students use state-of-the-art technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 100
Distribution Requirements: QR, SP.

CMPSC 104 - Document Engineering
Credits: 4
An introduction to creation of effective documents and documentation using industry-standard approaches to creating and treating "documentation as code." Participating in project-based and hands-on activities, students create purpose-driven digital writing with special attention to forms, formats, and conventions expected of contemporary technical communication. Students also gain experience with creating collaborative and ethically-consistent content working in a team-based setting. During a weekly laboratory session students employ contemporary software tools to complete technical documentation projects, reporting on their results through both written reflections and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Distribution Requirements: HE, SP.

CMPSC 105 - Data Exploration
Credits: 4
An introduction to the methods of collecting, exploring, transforming and visualizing data for storytelling. Often participating in team-based and hands-on activities, students learn how to use web platforms and dashboards to acquire, explore and investigate data to generate summarized key data insights using visual techniques. Students also apply open-source programming language to discover patterns in the data, test hypotheses, and check assumptions using graphical representations. During a weekly laboratory session, students employ cutting-edge software tools to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Distribution Requirements: QR, SP.

CMPSC 200 - Computer Organization
Credits: 4
A study of the low-level operation of computer systems. Participating in hands-on activities that often

require teamwork, students investigate how computers process instructions in modern computers as information is encoded, stored, and executed in a machine's physical structures. In addition to learning how to program in assembly and machine languages, students investigate the design and logical operation of processors and the mathematics of machine computation. During a weekly laboratory session, students use state-of-the-art technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 102.
Distribution Requirements: QR, SP.

CMPSC 201 - Programming Languages
Credits: 4
A study of the fundamental concepts that arise in different programming language paradigms. Students learn how programming languages are designed and implemented, and how these factors affect the overall usability, performance, and effectiveness of computer software. Participating in hands-on activities that often require teamwork, students gain experience in leveraging the styles and features of programming languages to implement and evaluate correct and efficient computer software. During a weekly laboratory session, students use state-of-the-art technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 101 or CMPSC 102
Distribution Requirements: QR, SP.

CMPSC 202 - Algorithm Analysis
Credits: 4
A study of fundamental methods for designing and implementing algorithms and analyzing their efficiency. While developing expertise in select models of computation and the key mathematical and experimental approaches to studying algorithm efficiency, students investigate different types of algorithms through hands-on activities that often require teamwork. Students also learn how to determine whether a problem can be efficiently solved by an algorithm that is implemented as a computer program. During a weekly laboratory session students use state-of-the-art technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 101 or CMPSC 102.
Distribution Requirements: QR, SP.

CMPSC 203 - Software Engineering
Credits: 4
A human-centric study of the principles used during the engineering of high-quality software systems. In addition to examining the human behaviors and social processes undergirding software development methodologies, students participate in teams tasked with designing, developing, and delivering a significant software application for a customer. During a weekly laboratory session, students use state-of-the-art software engineering, management, and communication tools to complete projects,

reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 101.
Distribution Requirements: SB, SP.

CMPSC 204 - Theoretical Machines
Credits: 4
A study of theoretical computer science concepts that addresses both the fundamental nature and limitations of computation and the ways in which to practically apply these insights. While using a machine-centered abstraction of computation implemented in a general-purpose programming language, students investigate what is computable and explore the categories and complexity of computational problems. Participating in hands-on activities that often require teamwork, students gain experience in the use of a programming language to characterize a problem solving strategy. During a weekly laboratory session, students use industry-grade technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 102
Distribution Requirements: SP, QR.

CMPSC 300 - Bioinformatics
Credits: 4
An introduction to the development and application of methods, from the computational and information sciences, for the investigation of biological phenomena. In this interdisciplinary course, students integrate computational techniques with biological knowledge to develop and use analytical tools for extracting, organizing, and interpreting information from genetic sequence data. Often participating in team-based and hands-on activities, students implement and apply useful bioinformatics algorithms. During a weekly laboratory session students employ cutting-edge software tools and programming environments to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: BIO 221 and FSBIO 201, or CMPSC 100.
Distribution Requirements: QR, SP.

CMPSC 301 - Data Science
Credits: 4
A study of computational methods of data analysis with an emphasis on understanding and reflecting on the social, cultural, and political issues surrounding data and its interrogation. Participating in hands-on activities that often require teamwork, students study, design, and implement analytics software and learn how to build predictive models with foundational machine learning algorithms to extract knowledge from various sources of data. Students also investigate the biases, discriminatory views, and stereotypes that may be present during the collection and analysis of data, reflecting on the ethical implications of using the resulting machine learning techniques. During a weekly laboratory session, students use industry-grade open source statistical software to complete projects, reporting on their findings through

both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 101 or CMPSC 102.
Distribution Requirements: QR, PD.

CMPSC 302 - Web Design
Credits: 4
An introduction to the principles and applications of web design with an emphasis on understanding intercultural perspectives that arise during the design, implementation, and maintenance of responsive, modern web sites. Participating in hands-on activities that often require teamwork, students learn the computational methods needed to create websites that are useful to people from different cultures and nationalities. Students also investigate approaches to developing efficient, accessible, and aesthetically pleasing web sites that adhere to the international standards set by the World Wide Web Consortium. During a weekly laboratory session students use industry-grade web development technologies to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 104.
Distribution Requirements: IP, SP.

CMPSC 303 - Artificial Intelligence
Credits: 4
A study of the design and implementation of intelligent computer systems that can learn, plan, and solve problems autonomously. In addition to examining techniques for designing intelligent software agents, students investigate the social, political, and ethical implications of intelligent systems. Through hands-on activities that often require team-work, students explore the application of artificial intelligence methods in areas such as computer vision, natural language processing, and video game development. During a weekly laboratory session students use industry-grade technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 101 or CMPSC 102.
Distribution Requirements: QR, SP.

CMPSC 304 - Robotic Agents
Credits: 4
A study of the design and implementation of autonomous robotic systems that individually and cooperatively complete complex tasks. In addition to examining techniques frobot navigation, coordination, and manipulation, students learn how to apply the field's technologies to address the challenges facing local and global communities. Participating in hands-on activities that often require teamwork, students develop and evaluate several autonomous robot systems, while also reflecting on the civic issues surrounding the use of these systems. During a weekly laboratory session students use industry-grade technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this

course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 101 or CMPSC 102.
Distribution Requirements: CL, QR.

CMPSC 305 - Database Systems
Credits: 4
A study of the application and evaluation of database management systems. Participating in hands-on activities that often require teamwork, students design, implement, and deploy database systems that store interdisciplinary data sets. In addition to learning how to develop and assess interfaces for databases, students study the efficiency and effectiveness of alternative data management systems. During a weekly laboratory session students use industry-grade technology to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 101.
Distribution Requirements: QR, SP.

CMPSC 350 - Computational Narrative
Credits: 4
A study of the craft and deployment of procedurally-generated digital narratives, placing an emphasis on using data sources and computational methods as storytelling media. Students focus on critical, close reading of professional and student works while completing a single long-form work of their own. Topics include natural language processing (NLP), procedural illustration, computational constraint, and the development of conceptual documentary works.
Prerequisite: CMPSC 101
Distribution Requirements: HE, ME.

CMPSC 400 - Operating Systems
Credits: 4
A study of the principles used in the design, implementation, and evaluation of operating systems. Participating in hands-on activities that often require teamwork, students create and assess components of an operating system that runs on modern computer hardware. Leveraging insight and tools from an industry partner, students also investigate the resource management, process scheduling, and file systems used in representative operating systems. During a weekly laboratory session students use advanced operating systems software to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 200 or CMPSC 201.
Distribution Requirements: QR, SP.

CMPSC 403 - Computer Security
Credits: 4
A study of the principles used in the design, implementation, and evaluation of secure computer hardware and software. Participating in hands-on activities that often require teamwork, students assess the trade-offs in security policies and create software with efficient and effective security mechanisms.

Leveraging insights and tools from an industry partner, students also investigate techniques for providing access control, secure channels, and intrusion detection. During a weekly laboratory session students use advanced security software to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 200 or CMPSC 201.
Distribution Requirements: QR, SP.

CMPSC 404 - Web Applications
Credits: 4
An exploration of technologies and data relationships which power modern web applications. Participating in hands-on activities which require teamwork, students build web applications that incorporate the "full stack," including databases, application programming interfaces (APIs), and public-facing web pages or mobile applications. Students develop a broad knowledge of different development approaches, languages, and design paradigms to learn advantages and disadvantages of technologies and frameworks. During weekly laboratory sessions, students participate in iterative design processes and report progress and technical details through written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 203 or CMPSC 302
Distribution Requirements: QR, SP.

CMPSC 405 - Deep Learning
Credits: 4
An interrogation of foundational capabilities, challenges and consequences of deep learning algorithms. Participating in hands-on activities that often require teamwork, students master theoretical concepts to build and train neural network architectures and learn how to improve them. Leveraging insights and tools from an industry partner, students also investigate real-world cases such as speech recognition, machine translation, computer vision, and natural language processing. During a weekly laboratory session students use advanced operating systems software to complete projects, reporting on their results through both written documents and oral presentations. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 301
Distribution Requirements: QR, SP.

CMPSC 406 - Internet of Things
Credits: 4
An introduction to small-scale, purpose-built physical computational objects which embed sensors, integrate with networks, and process environmental signals. Exploring various industrial architectures, students develop devices that respond to physical stimuli and transmit data across networks to motivate additional device behavior and interactivity while considering human interaction design (HID) and "people-centered" principles that drive device design. During weekly laboratory sessions, students complete projects which focus on industry standards of data transmission and privacy in addition to optimizing device performance for real-time, high-availability applications. Students are invited to use

their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: CMPSC 200
Distribution Requirements: SB, SP.

CMPSC 529 - Internship: Computer Science
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

CMPSC 580 - Junior Seminar
Credits: 4
An investigation of select topics in computer and information science that prepares students for the completion of a senior project with the purpose of identifying knowledge gaps in the discipline. Students learn how to read scholarly papers, state and motivate research questions, create a software prototype or develop scholarly artifacts to address their findings, and collect and organize evidence for evaluating the outcome of their project. During a weekly laboratory session students use industry-grade technology to gain practical skills in technical writing, the presentation of technical concepts, and the production of an artifact. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

CMPSC 590 - Independent Study
Credits: 1-4
Individual research under the guidance of a member of the Department's faculty. A project proposal must be submitted to the Department and approved in the semester prior to the semester in which the student intends to register for the course.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

CMPSC 600 - Senior Thesis I
Credits: 4
Independent research in computer science culminating in the development of prototype or early draft of a computational artifact. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Must be taken on the letter-grade basis.
Prerequisite: CMPSC 580.
Distribution Requirements: none.

CMPSC 610 - Senior Thesis II
Credits: 4
Continuation of independent research in computer science culminating in the development of and release of a computational artifact. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Must be taken on the letter-grade basis.
Prerequisite: CMPSC 600.
Distribution Requirements: none.

DS 600 - Senior Thesis I
Credits: 4
Independent research in data science culminating in the development of a prototype or early draft of a computational artifact. Must be taken on the letter-grade basis. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Must be taken on the letter-grade basis.
Prerequisite: CMPSC 580
Distribution Requirements: None.

DS 610 - Senior Thesis II
Credits: 4
Continuation of independent research in data science culminating in the development of and release of a computational artifact. Must be taken on the letter-grade basis. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Must be taken on the letter-grade basis.
Prerequisite: DS 600
Distribution Requirements: None.

SE 600 - Senior Thesis I
Credits: 4
Independent research in software engineering culminating in the development of a prototype or early draft of a computational artifact. Must be taken on the letter-grade basis. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions. Must be taken on the letter-grade basis.
Prerequisite: CMPSC 580
Distribution Requirements: None.

SE 610 - Senior Thesis II
Credits: 4
Continuation of independent research in software engineering culminating in the development of and release of a computational artifact. Must be taken on the letter-grade basis. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Must be taken on the letter-grade basis.

Prerequisite: SE 600
Distribution Requirements: None.

Dance and Movement Studies

DMS 100 - Foundations of Movement
Credits: 2
An exploration of the building blocks of movement. Students discover methods and techniques to have an enhanced sense of being in one's body—mindful, present, and alert. Exercises provide opportunities for an experience of being "embodied" or a body aligned. Students develop physical awareness and capacity through readings, viewings, critiques, discussions, performances, and papers.
Distribution Requirements: HE, ME.

DMS 101 - Modern Dance: Body/Mind and Movement
Credits: 2
A basic approach to modern dance as an applied study of movement coordinations. Practical explorations focus on correct body alignment and efficient movement in relation to gravity, and directing energies in the body toward enhanced expressiveness. Elemental analysis of space, time, dynamics, form, sensation, image, and intention are introduced. Designed sequences and improvisations develop presence, balance, flexibility, strength, and endurance. Theoretical investigations include discussions of the interweaving of dance and culture.
Distribution Requirements: HE, ME.

DMS 102 - Foundations of Ballet
Credits: 2
An introduction to the technique of ballet including terms, positions and qualities of movement. Emphasis is placed on proper bodily alignment and physical movement efficiency in application to the practice of ballet. Style analysis includes investigation into the historical influences as well as cultural trends that led to the emergence of contemporary ballet in America. May include a performance opportunity.
Distribution Requirements: HE, ME.

DMS 104 - Jazz Dance
Credits: 2
A study of fundamental dance movement that focuses on the broken line, undulating form, and syncopated rhythms of the American Jazz idiom. The utilization of and commitment to the safe and full use of the body is emphasized. Particular attention is paid to ways in which jazz dance mirrors the social history of the American people, reflecting ethnic influences, historical events, and cultural changes.
Distribution Requirements: HE, ME.

DMS 105 - Tap Dance
Credits: 2
A study that combines the earthy African influence of hoofing and the light percussive footwork of clog dancing with the rhythmic syncopations of the jazz idiom. Emphasis is on physical balance, precision of

touch, ankle articulations and an investigation of the origins and contemporary evolution of tap dance.
Distribution Requirements: HE, ME.

DMS 107 - Introduction to Ballroom Dance
Credits: 2
The experiential learning of basic ballroom dance forms: waltz, foxtrot, swing, tango, cha-cha, rumba, and polka. These dance forms are celebrated as mirrors of the culture in which they exist-reflecting past, present, and intercultural exchange. Lectures, film, discussion, and papers illustrating the forms and culture of ballroom dancing are required.
Distribution Requirements: HE, ME.

DMS 110 - Yoga I
Credits: 2
A balanced investigation of the theory and practice of classic and contemporary Yoga principles. Focusing on the theme of personal wellness, emphasis is placed on practicing physical postures, exploring the breath, and developing an energetic of sound. These practices nourish the body, focus the mind, and sharpen the intellect. Experiences include individual and group work.
Distribution Requirements: HE, IP.

DMS 111 - Ta'i Chi Ch'uan
Credits: 2
A physical and intellectual examination of Ta'i Chi Ch'uan. Ta'i Chi Ch'uan is a Chinese system of exercise, a form of moving meditation and a martial art. Students learn a basic form or series of postures. We examine the cultural, historical, religious and psychophysical underpinnings of this art through reading and discussion.
Distribution Requirements: HE, IP.

DMS 114 - Asian Martial Arts I
Credits: 2
Physical training and intellectual exploration of a specific Asian martial art. Students learn basic physical techniques of the form. Explorations include the historical, cultural, and philosophical bases of the particular Asian martial art through reading and discussion. Each semester focuses on a specific form such as Tang Soo Doo (Korea), Kung Fu (China), Karate (Japan).
Distribution Requirements: HE, IP.
The course requires a small additional fee and may be held a short distance off campus.

DMS 115 - Aikido
Credits: 2
An introduction to the practice of Aikido with focus on the fundamentals of physical movements and postures within the framework of a modern Japanese martial art. Study includes physical practice plus the viewing of training movies and discussion of content. The course culminates with the United States Aikido Federation (USAF) 6th Kyu test. Course requires a $10 student fee for t-shirt (uniform).
Distribution Requirements: HE.

DMS 116 - Community Contra Dance
Credits: 2
An introduction to an historical form of folk dance in the United States. Students learn contra dance movements and the organizational work involved to create public dance events. Technique sessions focus on efficient body movement, giving weight, improving coordination and aerobic endurance, and gaining comfort crossing gender roles. Lecture and discussion sessions examine the historical development of this dance form from 17th century America to the present day and the live musical form that accompanies the dance. Advertisement and administration of monthly community dances is an integral aspect of coursework. Coursework includes attendance at a monthly community dance event on a Saturday night.
Distribution Requirements: HE.

DMS 120 - Meditation: Theory and Practice
Credits: 2
A study of meditation techniques with a focus on the theory and practice of mindfulness as it evolved in the classic traditions of Yoga and Buddhism. Alignment, posture, health, and mental focus are explored in the context of classical and contemporary writings.
Distribution Requirements: HE, IP.

DMS 121 - Meditation: Contemplative Explorations
Credits: 2
A study of the structures that support meditation. Traditions of meditation in non-dual points of view are explored along with the practices of stillness, contemplative movement, chanting, japa, and mantra repetition. Readings and discussion articulate theories underlying contemplative experience. The practice focuses on individual meditation as well as meditation with partners and in groups.
Distribution Requirements: HE, IP.

DMS 200 - Landscapes of the Body
Credits: 2
A mindful process-oriented exploration of experiential human physiology and anatomy. The study relates basic principles of human movement to dynamic body systems. The impact of movement on the body-mind as well as the converse is examined. Emphasis is placed on applications to somatic practices and includes a developmental movement perspective. Investigations include readings, drawing, research, writing, and improvisation.
Distribution Requirements: HE.

DMS 201 - Upper Level Technique-Modern
Credits: 2
A continued exploration of the body-mind connection as expressed and experienced through modern dance. Refinement of movement skills and understanding of elemental analyses are developed through challenging movement sequences and improvisations. Emphasis is placed on the poetry of movement phrasing. One's dancing self is cultivated through the individual as well as the ensemble movement process. Relevant readings, written reflections, rehearsals, and performance projects augment and enhance the technical growth.
Distribution Requirements: HE, ME.

DMS 202 - Upper Level Technique-Ballet
Credits: 2
A more advanced study of the technique of ballet. Development of skill in the tradition of balletic forms is encouraged with an emphasis on alignment and expressiveness. Focus is on ease of motion while increasing physical understanding of ballet vocabulary. In addition to physical practice, the examination of ballet includes reading, observing performances, and writing.
Distribution Requirements: HE, ME.

DMS 204 - Jazz Dance II
Credits: 2
A further exploration of cultural, creative, educational, and technical aspects of American Jazz Dance. Particular attention is paid to similarities and differences in Jazz Dance styles and origins.
Prerequisite: DMS 104.
Distribution Requirements: HE, ME.

DMS 205 - Tap Dance II
Credits: 2
A direct extension of Tap Dance I. This course helps students develop a more complete understanding of Tap History, Terminology and Techniques. Students also examine the styles of significant Tap Dance choreographers and begin to learn basic Tap Dance notation.
Prerequisite: DMS 105.
Distribution Requirements: HE, ME.

DMS 207 - Ballroom Dance II: Latin/Rhythm
Credits: 2
An in-depth exploration of Latin Dance forms. Through practice, text, and film, this inquiry extends the exploration of the Latin/Rhythm social dance forms begun in Ballroom Dance I. Lectures, film, discussion, and papers illustrating the forms and culture of ballroom dancing are required.
Prerequisite: DMS 107.
Distribution Requirements: HE, ME.

DMS 208 - Ballroom Dance II: Smooth
Credits: 2
An in-depth exploration in one or more previously introduced dance forms that extends the practice of Smooth dance begun in Ballroom Dance I. Origins and evolutions of at least one form are investigated through text, film, discussion, and writing.
Prerequisite: DMS 107.
Distribution Requirements: HE, ME.

DMS 210 - Yoga II
Credits: 2
An investigation of the principles of classic and contemporary Yoga as applied to the individual's personal practice. The underlying theme is that of transformation. Sequencing of classical postures for the practitioner is highlighted. The development of ease in stillness prepares the student for prolonged concentration, contemplation, and meditation. Additional explorations focus on enhancing skill in

relationship.
Prerequisite: DMS 110.
Distribution Requirements: HE, IP.

DMS 214 - Asian Martial Arts II
Credits: 2
An in-depth exploration in the style of martial arts introduced in Asian Martial Arts I. Students continue to explore the historical, cultural, and philosophical bases of the particular Asian martial art. Focus is placed on martial arts as a way of life and a pursuit of discipline, control, and fortitude.
Prerequisite: DMS 114 and permission of the instructor.
Distribution Requirements: HE, IP.
The course requires a small additional fee and may be held a short distance off campus.

DMS 301 - Modern Dance III
Credits: 1
Continued practice in the development of movement skills for the dancer's expressive voice. Emphasis is placed on more challenging individual and ensemble movement phrases.
May be repeated for credit.
Prerequisite: DMS 201.
Distribution Requirements: none.

DMS 302 - Ballet III
Credits: 1
Continued skill building in the expressivity and technical proficiency of the ballet form. Emphasis is placed on the individual's practice of ballet barre and across the floor sequences.
May be repeated for credit.
Prerequisite: DMS 202.
Distribution Requirements: none.

DMS 304 - Jazz Dance III
Credits: 1
Continued study of the techniques of American Jazz Dance. Focus is placed on the development of technical proficiency in the various styles of jazz.
May be repeated for credit.
Prerequisite: DMS 204.
Distribution Requirements: none.

DMS 305 - Tap Dance III
Credits: 1
Continued practice in the various styles of Tap Dance. The development of skills introduced in previous courses is encouraged.
May be repeated for credit.
Prerequisite: DMS 205.
Distribution Requirements: none.

DMS 307 - Ballroom III-Advanced
Credits: 2
An advanced exploration designed to develop timing, technique, styling, and phrasing of Theatrical Ballroom dance forms through practice and performance. Emphasis is placed on the development of movement continuity and advanced styles characteristic of specific ballroom styles, with the support of additional performance dance styles. Amalgamation of the movements, technique, footwork, and style into choreography is expected at this level. Final performance is required.
May be repeated for credit.
Prerequisite: DMS 207 or DMS 208 or permission of the instructor.
Distribution Requirements: ME.

DMS 310 - Yoga III
Credits: 1
Continued study in the sequencing of classical postures and the development of breathing practices to sustain concentrated states of meditation and contemplation.
May be repeated for credit.
Prerequisite: DMS 210.
Distribution Requirements: none.

DMS 314 - Asian Martial Arts III
Credits: 1
Continued practice in the style of martial arts taken in Asian Martial Arts II. Focus is placed on the development of technical proficiency, including power, balance, and technique.
May be repeated for credit.
Prerequisite: DMS 214 and permission of the instructor.
Distribution Requirements: none.
The course requires a small additional fee and may be held a short distance off campus.

DMS 380 - Creative Processes I: Choreography and Improvisation
Credits: 4
An exploration of the elements of dance as authentic sources for expressive movement, including presence in relation to time, space, dynamics, phrasing, and form. Through movement explorations and play students explore their unique self-expression through dance and movement. Students actively participate in movement improvisations, choreographies, readings and class discussions, peer reviews, and written critical reflections.
Distribution Requirements: HE, ME.

DMS 381 - Creative Processes II: Exploring Dance with Props and Costumes
Credits: 4
The incorporation of physical elements in movement choreography. Students augment dance and movement with costumes and props to develop performance compositions or studies. Students develop work containing meaningful relationships between authentic expression, elemental possibilities, and personal process. Requirements include active participation in movement improvisations, choreographies, class discussions, assigned texts, peer reviews, written critical reflections, and a final synthesis paper.

Prerequisite: DMS 380
Distribution Requirements: HE, ME.

DMS 382 - Creative Processes III: Music
Credits: 4
The imaginative synthesis of music and dance forms. Students augment dance, movement, costumes and props with music to develop performance compositions or studies. Requirements include active participation in movement improvisations, personal choreographies, class discussion, peer reviews, attendance at performances, assigned texts, and written critical reflections.
Prerequisite: DMS 380 and DMS 381
Distribution Requirements: HE, ME.

DMS 470 - American Dance History: Appropriation, Appreciation, Celebration
Credits: 4
An examination of assumptions concerning the body in performance. The cultural factors that shaped the history of dance in the United States are complex and endure into the present time, including issues of race, gender, and class. Students investigate numerous dance styles that emerged in response to joys, struggles, discrimination, unrest, and other social events. Students examine movements and techniques as well as the motivations behind them in order to discover their cultural significance in historical and contemporary contexts. Requirements include active participation in movement activities, class discussion, peer reviews, assigned texts, and written critical reflections.
Distribution Requirements: ME, PD.

DMS 520 - Internship in Dance Studies
Credits: 2-4
Intensive work in one or more of the following dance studies educational outreach programs: Creating Landscapes for Children and Teens; Aesthetic Education Symposia for Teachers; Middle School Arts Exploration and Immersion Programs; High School Programs for the Gifted and Self-Identified Talented. Interns collaborate in planning, administering and evaluating programs. In addition, they share in the development of exhibitions, performances, and publications of student-generated work. Discussions and written reflections, which synthesize experiences of doing and researching, are grounded in seminal arts education texts.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

DMS 529 - Internship: Dance and Movement Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

DMS 590 - Independent Study
Credits: 1-4
An independent study or research experience. The student independently pursues a topic or project of interest with guidance from a faculty member. Students meet one-on-one with the faculty mentor on a regular basis and also complete independent readings, laboratory work, or comparable activities.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

FSDMS 201 - Dance: Ritual of Experience
Credits: 4
An exploration of ritual and ceremonial dances from multiple cultural perspectives, drawing upon insights into dance as human thought and as physical, cultural, social, economic, psychological, political and communicative behavior. Of particular interest is the role dance plays in the expression of both resistances to and maintenance of cultural expressions of power and value. Special emphasis is placed on relating each student's personal experience of dance to the topics covered. Effective writing and speaking within the guidelines of the discipline is emphasized.
Must be taken on the letter-grade basis.
Distribution Requirements: none.
May count toward a minor in Dance and Movement Studies.

Economics

ECON 010 - Financial Literacy
Credits: 4
An introduction to the economic principles of personal financial management and planning. Topics include the forms and pitfalls of credit; instruments and strategies for saving; and the planning and budgeting of financial goals. Readings, hands-on exercises, and guest speakers present these topics with academic rigor, while allowing each student to tailor them to his or her own situation.
Distribution Requirements: QR, SB.
Note: ECON 010 does not count toward a major in Business or Economics or minor in Economics.

ECON 011 - Business Literacy
Credits: 4
An introductory study of business function and structure. The course offers students familiarity with rudimentary business functions such as research and development, sales and marketing, manufacturing, quality assurance, human resources, accounting, and executive management. Students learn how to function in business-related settings and how to make their undergraduate studies relevant in such settings.
Distribution Requirements: SB.
Note: ECON 010 does not count toward a major in Business or Economics or minor in Economics.

ECON 100 - Introduction to Microeconomics
Credits: 4

An introduction to the market behavior of individuals, households, and firms. Topics include the concept of opportunity cost, the derivation of supply and demand curves, the analysis of markets as a means to allocate scarce resources, the analysis of various market structures, the impact of government controls on the economy, and the measurement of social costs and benefits.
Distribution Requirements: QR, SB.

ECON 101 - Introduction to Macroeconomics
Credits: 4
An introduction to measurement and analysis of national income, employment, and the price level. Topics include unemployment, savings and investment, inflation, economic growth, the banking system, business cycles, and the short-run and long-run effects of monetary and fiscal policy.
Distribution Requirements: QR, SB.

ECON 120 - Bloomberg Essentials
Credits: 2
An interactive introduction to financial market analysis using a mix of Bloomberg modules and in-class software-based exercises. Students will be exposed to key properties of financial data and applications. Upon completion, students will be well suited to obtain their Bloomberg certification and be better prepared for careers in financial institutions. This will be taught as a seven-week course.
Must be taken Credit/No Credit.
Distribution Requirements: None.

ECON 200 - Microeconomic Theory
Credits: 4
Study of the theories of consumer and firm behavior, economic efficiency and welfare. Analysis of markets, resources, and general equilibrium is made.
Prerequisite: ECON 100, and MATH 140, or MATH 141 or MATH 151.
Distribution Requirements: QR, SB.

ECON 201 - Macroeconomic Theory
Credits: 4
A development of theories concerning the determination of output, prices, and employment, the hypotheses upon which these theories are founded, and their implications for policy programs.
Prerequisite: ECON 100, ECON 101, and MATH 140, or MATH 141 or MATH 151.
Distribution Requirements: QR, SB.

ECON 202 - Economic Statistics
Credits: 4
An introduction to the basic components of statistical analysis necessary for applied economic research. Basic concepts of probability, probability distributions, random sampling, point estimation, internal estimation and hypothesis testing are covered. Special attention is focused on the development of multiple regression analysis.
Prerequisite: ECON 100 or ECON 101
Distribution Requirements: QR.

ECON 203 - Introductory Econometrics
Credits: 4
Fundamental statistical measures and models from ECON 202 are reviewed and more fully developed, with applications to economic theory and data. Topics include confidence intervals, hypothesis testing, and the multiple regression model. The use of computers for statistical analysis is an integral part of the course.
Prerequisite: ECON 202.
Distribution Requirements: QR.

ECON 226 - Money and Financial Institutions
Credits: 4
A study of the activities of commercial banks and other financial institutions, the structure and operation of the Federal Reserve System, and the role of each in determining the supply of money and credit. The mechanism whereby money affects economic activity and the role of monetary policy in pursuing society's goals is examined.
Prerequisite: ECON 100 or ECON 101.
Distribution Requirements: QR, SB.

ECON 227 - Introduction to Finance
Credits: 4
A study of key issues in financial economics ranging from asset pricing to corporate finance. Topics include an overview of the financial system and various asset classes, present value, discounting, risk and return, capital asset pricing, arbitrage pricing theory, financial derivatives, pecking order theory of capital structure, and the efficient market hypothesis. Topics are then applied to financial crises and policy responses in a way that highlights the connection between finance and the real economy.
Prerequisite: ECON 100 and ECON 101.
Distribution Requirements: QR, SB.

ECON 228 - Principles of Marketing
Credits: 4
An exploration of the principles and problems of marketing goods and services and creating a marketing plan. Students will learn how marketers deliver value in satisfying customers' needs and wants, how to determine which target markets the organization can best serve, and how to decide upon appropriate products, services and programs to serve these markets. Key concepts include market segmentation and targeting, consumer behavior, customer experience, competitive strategies, marketing mix, service marketing, user experience, and digital marketing.
Distribution Requirements: SB.

ECON 231 - Environmental Economics and Policy
Credits: 4
An examination of the economic factors leading to environmental degradation and the range of policy options available to limit their effects. Theories based on externalities and property rights are introduced, and command and control, economic incentive, and market-based approaches to environmental regulation are evaluated and compared.

Prerequisite: ECON 100.
Distribution Requirements: CL, SB.

ECON 234 - Human Resource Management
Credits: 4
An examination of organizational policies and practices and their influences on employee behavior. The individual, team, and organizational effects of recruiting, selection, training, development, compensation, and labor relations strategies are analyzed. The influence of employment law and the psychosocial aspects of the workplace are discussed.
Distribution Requirements: CL, SB.

ECON 235 - Health Economics
Credits: 4
A study of the economics of health behavior and related public health issues. Topics include health disparities, social determinants of health, the impact of education and income on health, the influence of insurance on health outcomes and decisions, health policy and regulation, and the economics of risky health behaviors. Students apply economic tools to evaluate the problems and policies associated with these topics and their broader economic implications within the context of health and healthcare.
Prerequisite: ECON 100 or ECON 101
Distribution Requirements: SB.

ECON 238 - Poverty, Inequality, and Efficiency
Credits: 4
An examination of the characteristics of the poor in the United States and around the world. Current measures of poverty and inequality are examined in context of the trends in poverty over time and the causes of poverty and income inequality. The fundamental efficiency and equity concerns of social welfare policy are investigated. The class examines other key topics using real world examples, such as poverty and race, gender, immigration, education, and international development strategies on extreme poverty.
Prerequisite: ECON 100 or ECON 101.
Distribution Requirements: CL, PD.

ECON 240 - Introduction to Business and Management
Credits: 4
An exploration of the roles and responsibilities of the corporation in society, decision-making processes in business and other kinds of organizations, and basic concepts used by managers. Students examine the goals and organizational structures of firms; strategies for surviving in a competitive global economy; corporate ethics; relations with employees, investors, and other stakeholders; the regulatory environment; and the implications of globalization for today's managers. Business draws upon a variety of sub-disciplines, including theory of the firm, industrial organization, corporate finance, accounting, and international trade. Case studies are used throughout to allow students to apply the theories to real world situations.
Prerequisite: ECON 100 or ECON 101.
Distribution Requirements: SB.

ECON 248 - Law and Economics
Credits: 4
An investigation of the contributions of economic theory to the core areas of the law, e.g., property, contracts, torts, civil procedure, and criminal law and procedure. The course compares economic and noneconomic theories of law and addresses the strengths and limitations of the economic approach.
Distribution Requirements: CL, SB.

ECON 251 - International Economics
Credits: 4
A study of international economic relationships in theory and practice. The bases of an international division of labor, international financial arrangements and agencies, balance of payment problems, trade policies of nations, trade and development, regional economic integration, and the multi-national corporation are among the principal topics discussed.
Prerequisite: ECON 100 or ECON 101.
Distribution Requirements: IP, QR.

ECON 256 - Economic Development
Credits: 4
An examination of the problems of the less developed countries in achieving adequate economic development. The role of resources, human and physical; patterns of trade and specialization; international investment and the transfer of technology; the role of international agencies; development strategies; and development planning are some of the principal topics explored.
Prerequisite: ECON 100 or ECON 101.
Distribution Requirements: CL, IP.

ECON 280 - Economics of Entrepreneurship I
Credits: 4
A study of the economic role and principles of entrepreneurship. Entrepreneurship is a combination of many disciplines including law, business theory, history, psychology, political science, economics, and in many instances, just plain intuition. Topics covered include the development of various business models, the economic impact of antitrust laws, the social and economic implications of "globalization," the psychology of management, and an analysis of some current buzzwords such as the "new economy" and "e-commerce." Students are exposed to the disparate requirements of taking an idea (not necessarily their own) and creating an economically viable enterprise that can sustain itself.
Distribution Requirements: QR, SB.

ECON 281 - NonProfit Management and Social Entrepreneurship
Credits: 4
A study of the economic role and principles of nonprofit management and social entrepreneurship. Self-sustaining social ventures apply proven for-profit management techniques to make great societal impact as a result of their enterprise. Topics covered include the development of various not-for-profit business models, the social impact of nonprofit businesses, the psychology of management in the nonprofit world, shared governance, and an analysis of such current buzzwords as the "impact investing," "hybrid social ventures," "cause-related marketing" and "viral funding." Students are exposed to the disparate requirements of taking an idea and creating an economically viable social enterprise that can

sustain itself while having a positive impact on social ills and societal needs.
Distribution Requirements: SB.

ECON 285 - Fundamentals of Financial Accounting
Credits: 4
Introduction to methods of recording, classifying, and summarizing financial data.
Distribution Requirements: QR, SB.

ECON 286 - Fundamentals of Managerial Accounting
Credits: 4
Study of the uses of accounting data to make basic managerial decisions of the firm. Comparisons between managerial decision-making and economic theory of the firm will be made.
Distribution Requirements: QR, SB.

ECON 380 - Economics of Entrepreneurship II
Credits: 4
An exploration of the skills necessary to create a new business or secure funds to expand an existing one. Student teams produce business plans with three major functions: an outline of the business and its financing needs for use in obtaining funding, an exercise in the planning process, and a document used to measure the progress of the enterprise. Topics include forms of organization, sources of competitive advantage, entry and growth strategies, technology and personnel policies, and cash flow analysis.
May be repeated for credit.
Distribution Requirements: QR, SB.

ECON 385 - Intermediate Accounting
Credits: 4
Theory and procedures used to account for the assets, liabilities, and equity of corporate enterprises.
Prerequisite: ECON 286.
Distribution Requirements: QR, SB.

ECON 386 - Cost Accounting
Credits: 4
Methods and systems used by various enterprises to develop estimates of costs and techniques for controlling costs of operation.
Prerequisite: ECON 286.
Distribution Requirements: QR, SB.

ECON 421 - Strategic Environmental Management
Credits: 4
Explores how companies seek profit opportunities by reducing costs associated with environmental impacts and by satisfying market demand for ecologically sound products. Economic theories of the firm and theories of sustainable development provide the analytical framework. Various templates for building environmental management systems are reviewed, along with the corporate sector's progress toward

sustainable business practices.
Distribution Requirements: CL, SB.

ECON 426 - Monetary Economics
Credits: 4
An exploration of the role money and monetary policy play in the domestic and external (trade) sectors of the economy. Starting with the basics of financial institutions, we discuss the policy tools by which authorities monitor the supply of liquidity. We analyze and compare the impacts of various policy measures in different phases of business cycles. Eventually we focus on the connection between domestic monetary policy and the balance of payments, extending the discussion to the essentials of currency markets. Central Bank intervention in currency markets, the role of expectations, speculation, and underlying trade flows affecting currency values are presented in a systemic context.
Prerequisite: ECON 228
Distribution Requirements: QR, SB.

ECON 427 - Theory of Finance
Credits: 4
Organized around the objective of maximizing the stockholder wealth within a set of corporate risk-return characteristics. Major topics include financial analysis and planning, capital budgeting, evaluation and cost of capital, capital asset pricing, and long-term financing.
Prerequisite: ECON 200 and ECON 202, or permission of the instructor.
Distribution Requirements: QR, SB.

ECON 428 - Advanced Marketing
Credits: 4
This course builds on concepts introduced in previous marketing course and focuses on the development and application of omnichannel strategies from both managerial and customer viewpoints. Using real companies, it investigates the elements that comprise an omnichannel strategy (wholesale, retail, franchising, travel retail, online websites) through case studies, projects, and interviews, Then, a special focus is given to all elements that provide the customer experience, including retail location analysis, merchandising, store layout & design, neuro-shopping, shopping anthropology, and customer service. The theory may be applied practically through an off-campus retail tour, for which there may be an additional fee.
Prerequisite: ECON 228 or permission of instructor.
Distribution Requirements: SB.

ECON 438 - Gender and Economics
Credits: 4
A study of the ways in which gender affects nearly all aspects of life. This course will focus on economic outcomes that are brought about by political, legal, cultural, historical, and social forces at play regarding gender and utilizing quantitative analysis to attempt to identify behaviors that are rarely quantified such as discrimination and self-promotion. The theory of discrimination, effects of social expectations, wage gap, and the care economy are discussed. Policies and goals aimed at gender equality and women's empowerment are analyzed including those adopted by international organizations such as the United Nations and World Bank.

Prerequisite: ECON 200 or ECON 201
Distribution Requirements: CL, PD.

ECON 440 - Applied Business Analysis
Credits: 4
Application of statistical methods and economic theory to business and managerial decision making. The course covers a range of analytical tools useful in solving problems that arise in managing firms' operations. Particular examples include regression analysis, linear programming, forecasting, time value of money, break-even analysis, statistical quality control, pricing, production, demand and cost functions.
Prerequisite: ECON 202 or BIO 385. Must be completed prior to taking this course.
Distribution Requirements: QR, SB.

ECON 441 - Public Finance
Credits: 4
An investigation of the effects of governmental taxation. Topics include income redistribution, public goods, welfare economics, and the efficiency and equity implications of various types of taxation.
Prerequisite: ECON 200.
Distribution Requirements: none.

ECON 448 - Organizations and Contracts
Credits: 4
An exploration of the costs of organizing economic activity. Topics include the determination of the scale and scope of the firm, the consequences of separating control from ownership, and the transaction costs of contracting in the marketplace. Theoretical work is followed by case studies of several industries, including aerospace, coal, oil, air traffic control, and automobile.
Distribution Requirements: SB.

ECON 451 - International Business
Credits: 4
A study of the theories of global competition and the strategies corporations use in competing in foreign markets. The role of multilateral organizations such as the World Trade Organization, the United Nations Global Compact, and the International Chamber of Commerce is explored. Through case studies, students learn about the political, cultural, environmental, legal, and ethical dilemmas that corporations encounter when operating in foreign markets. Some of the stylized concepts that business executives and political economists use in analyzing the dynamics of the global economy are discussed.
Prerequisite: ECON 200 or ECON 201.
Distribution Requirements: IP.

ECON 452 - Theory of Trade
Credits: 4
An exploration of the macroeconomics of an open economy. Topics include the balance-of-payments, exchange rate markets, and external borrowing for developing countries. The production and consumption possibilities of trading partners are analyzed in a general equilibrium framework. The roles of tariffs, trade quotas, and pegged exchange rates as appropriate policies for the achievement of domestic and international economic goals, as well as means of international economic cooperation, are discussed.

Prerequisite: ECON 200 and ECON 201, or permission of the instructor.
Distribution Requirements: IP, QR.

ECON 501 - Meadville VITA: Tax Internship
Credits: 1-4
An experiential internship program focusing on income tax preparation in the United States and experiences with income taxes and the residents of western Crawford County. Students study the rules for income tax preparation, pass a test about taxation designed by the IRS, and complete software training for tax preparation. Students complete 5-6 hours of tax preparation in the Meadville community for 10 weeks and also complete regular reflection exercises about their work, their learning, and their experiences.
May be repeated for credit.
Distribution Requirements: none.

ECON 529 - Internship: Economics
Credits: 1-4
An experiential learning seminar designed to enable students to understand how businesses and non-profit organizations use economic principles to solve practical problems. Students learn about various careers, gain on-the-job experience, understand the culture of the workplace, and acquire practical skills that prepare them for future careers. Students are placed as interns in a firm or organization, as well as meet regularly with the seminar instructor.
May be repeated for credit.
Distribution Requirements: none.

ECON 577 - Topics in Banking and Finance
Credits: 4
An examination of selected topics in banking and finance and their relation to the macroeconomy. Issues studied include asset price bubbles, efficient market hypotheses, the changing nature of banking from commercial to securitized banking, financialization and its relation to inequality, financial crises, regulating the financial system, debt growth, and Minsky's financial instability hypothesis. Students choose topics for their senior projects.
Distribution Requirements: none.

ECON 578 - Topics in Economic Development
Credits: 4
A study of the factors and constraints influencing economic growth and development. Topics may include poverty and income inequality, human capital and education policy, migration and urbanization, the environment and sustainable growth, and issues in international trade and globalization. Students choose research topics based on their interests.
Distribution Requirements: none.

ECON 579 - Topics in the Labor Relations and Economics
Credits: 4
An examination of the employee-employer relationship through the lenses of labor and personnel economics, human resource management, and organizational behavior. Topics may include the economic impact of organized labor, the role of public policy and labor market institutions, evolution in

management theory, job satisfaction and employee motivation, and a historical/cultural perspective of work in the United States.
Distribution Requirements: none.

ECON 581 - Topics in Business Cycles
Credits: 4
A survey of the historical record of business cycles in the U.S. Methods of measuring and modeling cyclical activity are discussed. Individual student research is then conducted on selected business cycle models.
Distribution Requirements: none.

ECON 582 - Topics in International Economics
Credits: 4
A study of international economic relations. Topics may include trade flows and policies, currency markets, and the impact of trade and globalization on output, employment, and prices in trading countries. Research may also focus on international institutions such as IMF and WTO and their roles in economic development. Choice of seminar paper topic is up to students based on their interests; however, everyone is expected to collaborate and contribute to the research of others in the group.
Distribution Requirements: none.

ECON 584 - Topics in Industrial Organization
Credits: 4
Selected topics in the theory and application of Industrial Organization. Discussion and research may include strategic interaction among firms, levels of advertising and product differentiation, vertical and horizontal integration, antitrust policy, regulation, network economics, and the development of the historical development of the firm. Students choose research topics to complement their senior projects.
Distribution Requirements: none.

ECON 588 - Topics in Business Management
Credits: 4
The application of concepts from the fields of business management (like strategic management, finance, accounting, statistics, ethics, and technology management) to the complexities of real strategic management problems. Students choose case-related research paper topics that reflect both significant real world management questions and applicable theoretical frameworks. Case and research reports provide training in project analysis and presentation, both verbal and written, and opportunities to broaden and integrate knowledge of the intellectual, institutional, and historical contexts of the business environment.
Prerequisite: ECON 240
Distribution Requirements: none.

ECON 590 - Independent Study
Credits: 1-4
An independent study or research experience. The student independently pursues a topic or project of interest with guidance from a faculty member. Students meet one-on-one with the faculty mentor on a regular basis and also complete independent readings, laboratory work, or comparable activities.
May be repeated for credit.

Prerequisite: Permission of instructor.
Distribution Requirements: none.

ECON 620 - Senior Project
Credits: 4
A graded course required of Economics majors generally taken in the second semester of the senior year. Students should enroll in a section with the instructor who has agreed to supervise their Senior Project. The course entails mainly the writing and defense of the Senior Project.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

FSECO 201 - Communication in a Discipline: Economics
Credits: 4
An introduction to writing and speaking in the discipline of Economics.
Must be taken on the letter-grade basis.
Prerequisite: FS 102 or FS 200 .
Distribution Requirements: none.
The topical material covered in this sophomore seminar varies from section to section and year to year. Some sections of this course may have additional prerequisites.

Education

EDUC 100 - Introduction to Education Studies
Credits: 4
An interdisciplinary introduction to theories of learning, disseminating knowledge, and contemporary issues of education. Students examine how different cultures and individuals have described the ideal goals and practices of learning. Drawing on these readings, students develop their own pedagogical philosophy and test it against contemporary educational policies and trends. Students are introduced to qualitative and quantitative research data in education. Emphasis is placed on class discussion and on refining analytical and research skills.
Distribution Requirements: CL, PD.

EDUC 215 - Foundations of Special Education
Credits: 4
An introduction to characteristics children with high-incidence disabilities and a survey of best practices for working with such individuals. Topics include principles and practices of assessment, instruction, curriculum design and modification, and pupil evaluation. Legal aspects, diversity issues, teamwork, and family involvement are also considered. Field experience is provided. The course satisfies the Foundations of Special Education course requirement for students planning to pursue teaching certification for Elementary Education in the State of Pennsylvania.
Prerequisite: EDUC 100.
Distribution Requirements: CL, PD.

EDUC 216 - Teaching English Language Learners
Credits: 4
A study of the challenges of English Language Learners (ELLs) and a survey of best practices for teaching such individuals. Topics include legal responsibilities, advocacy for ELLs, socio-cultural considerations of ELL populations, assessment of programs, and instructional adaptation. Emphasis is placed on the instruction of children in an educational setting, and field experience is provided. The course satisfies the Teaching English Language course requirement for students planning to pursue teaching certification for Elementary Education in the State of Pennsylvania.
Prerequisite: EDUC 100.
Distribution Requirements: CL, IP.

EDUC 230 - Teaching Health and Wellness
Credits: 4
An inquiry into factors that affect the health and well-being of children and into ways educators can promote the health of children both in and outside of a school setting. Readings and activities will focus on the physical, social, and environmental components of children's health and on ways health learning and components of wellbeing can be integrated into diverse content areas and experiences.
Prerequisite: EDUC 100
Distribution Requirements: none.
Note: this course fulfills a prerequisite for the University of Pittsburgh School of Education Primary Plus: PreK-4 Teaching Certification program.

EDUC 310 - Multicultural Education
(also listed as COMJ 310)
Credits: 4
A study of theories, themes and guiding concepts that frame scholarship in Multicultural Education. Seminar discussions focus on critical race theory, global diversity, privilege, socio-economic status, and hip-hop pedagogy. Students participate in a community engagement component, testing theories through observations of actual classrooms and in interactions with community partners in Crawford County. This course is useful for students who are interested in graduate programs in education, social justice issues in K-12 education, and careers in teaching.
Prerequisite: EDUC 100 or COMJ 160.
Distribution Requirements: CL, PD.

EDUC 325 - Education Methods and Design
Credits: 4
An examination of a variety of classroom teaching methods and classroom designs with a focus on best practices to enhance student learning. Coursework will focus on practical application of methods for K-12 education. Readings will consider the concept of methodology in the context of traditional and contemporary education philosophies as well as its intersection with issues of race, class, gender and privilege.
Prerequisite: EDUC 100
Distribution Requirements: PD.

EDUC 330 - Advanced Topics in Education Studies
Credits: 4
An exploration at an advanced level of issues and/or practices in education. Topics may include educational tests and measures, educational law and policy, American education history, and higher education issues.
Prerequisite: EDUC 100
Distribution Requirements: None.

EDUC 510 - Farm to School Internship
Credits: 4
An internship in which students serve as education interns to help implement a food, agriculture, and physical activity-based curriculum in local schools. Interns work with community gardens and with the trail system at the Meadville Area Recreation Complex (MARC). Opportunities include modifying current curriculum, writing new curriculum, conducting classes and engaging local students. The internships academic component includes readings and discussion of agricultural environmental issues, environmental education philosophies, nutrition education philosophies, and farm to school education broadly. The curriculum for local schools integrates novel and healthier approaches to coursework, such as outdoor classrooms and student empowerment. Interns should therefore be prepared to participate in particularly creative, challenging, and rewarding educational experiences.
Distribution Requirements: none.

EDUC 515 - Internship in Coaching
Credits: 2
An exploration of the theories and practices of coaching student-athletes in a school context across a range of formats, including women's, men's, individual, and team sports. Interns will meet once per week in a seminar setting to discuss readings on contemporary issues and best practices. Additionally, interns will serve 40-60 hours per semester as a coach-intern with a specific sports team.
Prerequisite: EDUC 100 Sophomore, Junior, Senior Only.
Distribution Requirements: none.

EDUC 529 - Internship: Education Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

EDUC 543 - Internship Seminar I
Credits: 2
The first half of a year-long seminar and internship experience for students pursuing the minor in Education Studies. Students complete an internship at a local site that corresponds to their educational interests. The seminar integrates students internship experiences with educational theory and research. Topics include ethics, appropriate workplace behavior, and relationships with supervisors and coworkers as well as current education topics and ethical or practice issues. Assignments include readings, weekly

reflections, and additional professional experiences.
Prerequisite: EDUC 100.
Distribution Requirements: none.
Note: Students who have prior credit for EDUC 542 may not take this course.

EDUC 544 - Internship Seminar II
Credits: 2
The second half of the year-long seminar and internship experience for students pursuing the minor in Education Studies. This semester's course continues the student's internship experience at a local site and further explores topics focused on professional teaching experiences. Assignments include readings and weekly reflections, and culminate in a research paper and presentation that assesses the relationship of the student's field experience to educational theory and research.
Prerequisite: EDUC 100 and EDUC 543.
Distribution Requirements: none.

EDUC 590 - Independent Study
Credits: 1-4
An independent study or research experience. The student independently pursues a topic or project of interest with guidance from a faculty member. Students meet one-on-one with the faculty mentor on a regular basis and also complete independent readings, laboratory work, or comparable activities.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

EDUC 591 - Group Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Energy and Society

ENERG 105 - Introduction to Energy & Society
Credits: 4
An interdisciplinary examination of energy in modern society. Cheap fossil fuels drove the industrial revolution and modernized the lifestyles of billions; yet, their usage has high social, environmental, and economic costs. Students examine the history of energy use, measurements of energy, personal and global energy consumption, energy sources (non-renewable and renewable), consequences of burning fossil fuels, economics of energy, energy policy, and the geopolitics of energy. Projects and discussions focus on utilizing fossil fuels as society transitions toward sustainable energy sources to counteract the effects of climate change and to address society's ever-increasing energy demand.
Distribution Requirements: QR, SB.

ENERG 480 - Community Energy Design
Credits: 4
An introduction to design principles, installation practices, and social considerations surrounding renewable energy development. After an introduction to energy use, climate change, and the electrical grid, students will develop the skills necessary to design and build systems for residential and commercial solar energy production. The course will culminate with the development of a solar proposal for a local stakeholder. For a fee, students will also have the option of testing for the North American Board of Certified Energy Practitioners Photovoltaic Associate Credential.
Distribution Requirements: CL, QR.

ENERG 485 - Applied Energy Analysis
Credits: 4
Development and implementation of changes to an energy system through an applied group project. Students conduct research to understand specific energy issues that impact one or more stakeholder groups and develop means to address those issues. The project work is guided by civic learning and community engagement principles. Projects may involve designing and implementing new energy infrastructure, developing new technologies, influencing energy consumption behaviors, cost-benefit analyses, and/or developing financing programs for the adoption of preferred technologies.
Prerequisite: ENERG 105 or ENVSC 385.
Distribution Requirements: QR, CL.

ENERG 529 - Internship: Energy and Society
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

English

ENGL 110 - Introduction to Literary Studies
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works, students develop their ability to read carefully and to understand the relationship between literary texts and a range of historical and/or literary contexts. The course also introduces students to some of the terms and critical approaches, necessary for further literary study.
Distribution Requirements: HE.

ENGL 111 - Literature and the Arts
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works concerning the arts, students develop their ability to read carefully and to understand the relationship between literary texts, the arts, and a range of historical and/or literary contexts. The course also

introduces students to some of the terms and critical approaches necessary for further literary study.
Distribution Requirements: HE.

ENGL 112 - Literature and the Body
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works concerning the body, students develop their ability to read carefully and to understand the relationship between literary texts, the body, and a range of historical and/or literary contexts. The course also introduces students to some of the terms and critical approaches necessary for further literary study.
Distribution Requirements: HE.

ENGL 113 - Literature and Race
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works concerning race, students develop their ability to read carefully and to understand the relationship between literary texts, race, and a range of historical and/or literary contexts. The course also introduces students to some of the terms and critical approaches necessary for further literary study.
Distribution Requirements: HE, PD.

ENGL 114 - Literature and Business
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works concerning Business, students develop their ability to read carefully and to understand the relationship between literary texts, Business, and a range of historical and/or literary contexts. The course also introduces students to some of the terms and critical approaches necessary for further literary study.
Distribution Requirements: HE

ENGL 115 - Literature and Sexuality
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works concerning sexuality, students develop their ability to read carefully and to understand the relationship between literary texts, sexuality, and a range of historical and/or literary contexts. The course also introduces students to some of the terms and critical approaches necessary for further literary study.
Distribution Requirements: HE.

ENGL 116 - Literature and the Environment
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works concerning the environment, students develop their ability to read carefully and to understand the relationship between literary texts, the Environment, and a range of historical and/or literary contexts. The course also introduces students to some of the terms and critical approaches necessary for further literary study.
Distribution Requirements: HE.
May be substituted in place of ENGL 209.

ENGL 117 - Literature and Science
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works concerning science, students develop their ability to read carefully and to understand the relationship between literary texts, science, and a range of historical and/or literary contexts. The course also introduces students to some of the terms and critical approaches necessary for further literary study.
Distribution Requirements: HE.

ENGL 118 - Literature and the Mind
Credits: 4
A course in the close reading of literary texts. Through the study of multiple genres of literary works concerning the mind, students develop their ability to read carefully and to understand the relationship between literary texts, the mind, and a range of historical and/or literary contexts. The course also introduces students to some of the terms and critical approaches necessary for further literary study.
Distribution Requirements: HE.

ENGL 205 - Writing Fiction
Credits: 4
Study of the craft of fiction through the critical examination of both professional and student work. Emphasis is on the creative process through the exploration of plot structure, language, voice, setting and characterization.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE, ME.

ENGL 206 - Writing Poetry
Credits: 4
Study of the craft of poetry through the reading and writing of poems and through critical examination of both professional and student work. Emphasis is on the creative process through the exploration of form, language, and the poetic line.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE, ME.

ENGL 207 - Editing and Publishing
Credits: 4
This course will focus on the principles of manuscript editing, editorial correspondence, and document design. Emphasis will be placed on rhetorical analysis and collaborating with authors as well as considering the ethical and social implications of editing and document design. Students will develop the skills required of an editor and document designer through hands-on experience.
Distribution Requirements: None.

ENGL 208 - Professional Communication
Credits: 4
A study of practical communication in professional settings. Students will produce individual and collaborative texts, analyze the conventions of several genres of professional communication, consider the

principles of document design, and reflect upon the ethical implications of a text's content, design, and mode of delivery.
Distribution Requirements: HE, ME.

ENGL 210 - Writing Creative Nonfiction
Credits: 4
A study of the craft of creative nonfiction through reading and writing of creative nonfiction and through critical examination of both professional and student work. Areas within creative nonfiction that may be considered include: the personal essay, environmental writing, travel writing, food writing, and memoir. Emphasis is on the creative process through the exploration of structure, language, narrative devices, and quality of observation.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE, ME.

ENGL 230 - British Literatures
Credits: 4
An examination of the literatures of the British Isles. Students investigate the relationship among literary works produced during the same historical period, the interactions between literature and culture during a historical period, and the changes and developments that establish the boundaries between one period in literary history and another.
May be repeated for credit.
Distribution Requirements: HE

ENGL 231 - American Literatures
Credits: 4
An examination of the literatures of the United States. Students investigate the literary art of individual works, how these works can be understood in the arc of literary history, and how individual texts speak, directly or indirectly, to their own historical and cultural moment.
May be repeated for credit.
Distribution Requirements: HE.

ENGL 232 - LatinX Literatures
Credits: 4
An examination of the Anglophone literatures of LatinX and Latin American writers. Emphasis will be on the relationship among literary works produced during the same historical period, on the interactions between literature and culture during a historical period, and on the changes and developments that establish the boundaries between one period in literary history and another. Course topics could include LatinX literatures in North American, South American, or trans-continental contexts, as well as constructions of LatinX identities in the US and globally.
Distribution Requirements: HE, PD.

ENGL 233 - Asian-American/Diasporic Literatures
Credits: 4
An examination of the Anglophone literatures of the Asian Diaspora. Emphasis will be on the relationship among literary works produced during the same historical period, on the interactions between literature

and culture during a historical period, and on the changes and developments that establish the boundaries between one period in literary history and another. Specific topics vary and may include Asian-American, Asian-Canadian, and Asian literature from previous Anglo/American colonies, or a mix of texts with a focus on larger themes like displacement, post-colonialism, and trauma.
Distribution Requirements: HE, PD.

ENGL 235 - Shakespearean Literatures
Credits: 4
An examination of Renaissance plays and their adaptations with a focus on the works of Shakespeare. Students investigate the conventions of comedy, history, and tragedy; performances of the plays on stage, film, and television; and the interactions among genre, performance, and cultural contexts at different moments in history.
Distribution Requirements: HE.

ENGL 236 - African-American/Diasporic Literatures
(Also listed as BLKST 236)
Credits: 4
An examination of Anglophone literatures of the African Diaspora. Emphasis will be on the relationship among literary works produced during the same historical period, on the interactions between literature and culture during a historical period, and on the changes and developments that establish the boundaries between one period in literary history and another. Representative course topics include African-American, Caribbean, Afro-Futurism, or Trans-Atlantic focus.
Distribution Requirements: HE, PD.

ENGL 301 - Forms of Fiction
Credits: 4
A course devoted to the close study of some form or forms of prose fiction. Specific topics vary and may include the following: The Short Story, Arthurian Romance, The Novel of Development, Realist Fiction, Sci-Fi.
May be repeated for credit.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE.

ENGL 302 - Forms of Poetry
Credits: 4
A course devoted to the close study of some form or forms of poetry. Specific topics vary and may include the following: The Elegy, Forms of the Lyric, Meter and Verse Forms.
May be repeated for credit.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE.

ENGL 303 - Forms of Drama
Credits: 4
A course devoted to the close study of some form or forms of drama. Specific topics vary and may include the following: Early English Theatre, Modern Drama, Medieval Drama, Forms of Tragedy.

May be repeated for credit.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE.

ENGL 305 - Forms of Nonfiction
Credits: 4
A course devoted to the close study of some form or forms of literary nonfiction. Specific topics vary and may include the following: The Personal Essay, Travel Literature, Creative Nonfiction, Traditions of the Essay.
May be repeated for credit.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE.

ENGL 313 - Study in a Single Author
Credits: 4
A course devoted exclusively to the study of works by a single major British, American, or other Anglophone author. The focus of the course will vary with each offering.
May be repeated for credit.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE.

ENGL 350 - Children's Literature
Credits: 4
A study of children's literature focusing on its historical development and cultural work. Topics may include the impact of children's literature on constructions of childhood and of race, gender, class, and national identity; the history and transformations of fairy tales; and the role of children's literature in supporting children's literacy and language acquisition.
Prerequisite: One 100-level literature course.
Distribution Requirements: HE, PD.

ENGL 360 - Language, Theory, and Practice
Credits: 4
A course that explores how language, reading, and writing operate as historical cultural practices, as subjects of theoretical study, and as effective contemporary communication. The emphasis of the course vary, depending on the instructor. Topics may include the cultural history of the English language, twentieth-century literary and critical theory, and modes of communication in the digital age.
May be repeated for credit.
Prerequisite: One 100-level literature course
Distribution Requirements: HE.

ENGL 405 - Advanced Workshop in Fiction
Credits: 4
An advanced study of the craft of fiction through the reading and writing of short stories and/or novellas and novels. Attention focuses on the writing, re-writing and criticism of longer works.
May be repeated for credit.

Prerequisite: ENGL 205.
Distribution Requirements: HE, ME.

ENGL 406 - Advanced Workshop in Poetry
Credits: 4
An advanced study of the craft of poetry through writing, reading and responding to poems. Emphasis is on prosody, on developing voice and subject through an examination of poetic devices, and on creating thematic unity both in individual poems and in the group of poems each student is expected to produce by the semester's end.
May be repeated for credit.
Prerequisite: ENGL 206.
Distribution Requirements: HE, ME.

ENGL 410 - Advanced Workshop in Creative Nonfiction
Credits: 4
An advanced, intensive study of the craft of literary nonfiction, though reading and responding to nonfiction prose. Emphasis is placed on the crucial elements of creative nonfiction, as well as the opportunity to do extended original work in essay writing. Workshop sessions engage participants as both writers and critical readers.
May be repeated for credit.
Prerequisite: ENGL 210.
Distribution Requirements: HE, ME.

ENGL 420 - Advanced Literary Studies
Credits: 4
An exploration of advanced techniques and methods of literary scholarship through the focused study of a specific topic and historical period. Emphasis is on research methods, engagement with a critical conversation informed by history and theory, and the production of original interpretations of literary texts. Specific topics vary and may include the following: Medieval Romance, Shakespeare and His Contemporaries, Evolution in Early Science Fiction, and Appalachian Literature.
May be repeated for credit.
Prerequisite: One 100-level and one 200-level English course.
Distribution Requirements: HE.

ENGL 502 - Internship in Professional Writing
Credits: 2 or 4
An internship with a local non-profit organization designed to give students experience writing professional documents for a variety of audiences. Students write brochures, grant proposals, memoranda, instructions, and/or websites, depending on the particular needs of the organization. In the past, students have been placed at the Center for Family Services, the Mind/Body Wellness Center, and Women's Services; placement at other non-profits may be possible.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

ENGL 504 - Editorial Practicum: The Allegheny Review
Credits: 2
An editorial practicum with The Allegheny Review, designed to provide experience working for a deadline-oriented, annually-published national literary magazine. Students serving as senior editors will work on organizing submissions, handing the business of the magazine, making final decisions regarding rejections and acceptances, finalizing published content, typesetting, and designing the annual issue.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

ENGL 508 - Internship in Teaching and Tutoring Writing
Credits: 4
An internship designed to provide new writing consultants and students with an interest in teaching English with significant theoretical knowledge and practical experience in the fields of composition and rhetoric, writing center theory, and writing pedagogy. Students meet once a week for 75 minutes as a seminar group to discuss critical readings in relevant fields and spend three hours a week working as peer writing consultants for the Maytum Center for Student Success. Students complete a series of written and oral assignments requiring the integration of theory and practice and produce a substantial final research project.
Prerequisite: Faculty recommendation, and approval of the Director of Writing.
Distribution Requirements: none.

ENGL 529 - Internship in English
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

ENGL 550 - Junior Seminar in English
Credits: 4
A seminar course, emphasizing frequent discussions and individual research projects in literary studies.
May be repeated for credit.
Prerequisite: One 100-level and one 200-level English course.
Distribution Requirements: none.
The seminar is required for English majors in the junior year. Majors may take more than one seminar, and seminars are open to non-majors with permission of instructor.

ENGL 590 - Independent Study
Credits: 1-4
An independent study or research experience. The student independently pursues a topic or project of interest with guidance from a faculty member. Students meet one-on-one with the faculty mentor on a regular basis and also complete independent readings, laboratory work, or comparable activities.

May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

ENGL 620 - Senior Project in Literature
Credits: 4
A one-semester, independently-researched project in literary studies written under the supervision of an English department faculty member.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

ENGL 624 - Senior Project in Creative Writing
Credits: 4
A one-semester project in creative writing (poetry, fiction, or creative non-fiction), written under the supervision of an English department faculty member.
Distribution Requirements: none.

FSENG 201 - Communication in a Discipline: English
Credits: 4
An introduction to writing and speaking in the discipline of English. Must be taken on the letter-grade basis.
Prerequisite: FS 102 or FS 200
Distribution Requirements: none.
The topical material covered in this sophomore seminar varies from section to section and year to year. Some sections of this course may have additional prerequisites.

Environmental Science and Sustainability

ENVSC 100 - Introduction to Freshwater Energy
Credits: 1
An introduction to freshwater ecology and environmental science. Students learn scientific research methods by completing a study of stream ecology, as well as by being introduced to current research projects happening at Allegheny College. Students interact with regional environmental professionals to sample a variety of career paths while learning about topics in forestry, fisheries, pollution studies, hydrology, and management of natural resources. |
This course is graded only.
Distribution Requirements: none.
Note: This class is intended for high school students who have not matriculated at a college or university.

ENVSC 110 - Introduction to Environmental Science
Credits: 4
An overview of the natural science and social science components of the human environment. Topics include: the ecosystem, energy, resource definitions and limitations, water supply, air pollution, sustainable design, environmental policy, environmental justice, solid and hazardous waste management,

land use and conservation biology. Emphasis is on the use of natural and social scientific knowledge in decision-making and problem-solving.
Distribution Requirements: SB, SP.

ENVSC 210 - Environmental Research Methods
Credits: 4
An examination of analytical research methods used to study the environment. Solving environmental problems requires expertise in conducting research and in understanding how research is performed. Students will participate in field- and laboratory-based research of environmental issues within natural science and social science. Fundamental research skills, including hypothesis definition, experimental design, data analysis and presentation, will be explored. Laboratory, one period.
Prerequisite: ENVSC 110 and permission of instructor.
Distribution Requirements: CL, SP.

ENVSC 230 - Soil to Plate: World Food and Agriculture
Credits: 4
A critical interdisciplinary survey of food production around the world. All aspects of agriculture and food systems are explored: soil management and crop production, insect and pest management, energy and water requirements, food processing and preparation, food distribution and food justice, food politics and economics, culture, cooking, diet, and health. One laboratory per week.
Prerequisite: ENVSC 110 and permission of instructor.
Distribution Requirements: CL, SB.
Limited to first-year students and sophomores.

ENVSC 241 - Small-Scale Sustainable Agriculture
Credits: 4
An exploration of different philosophies and approaches to growing food sustainably on a small scale. Students engage with current issues in sustainable agriculture, examine relevant regulations and certifications, and investigate small farms and gardens that have prioritized production, education, justice, and other topics in their work. Students synthesize their agricultural knowledge and apply it in project-based assignments.
Distribution Requirements: PD, SB.

ENVSC 250 - Environmental Education
Credits: 4
An overview of the foundations of environmental education. Topics include ethical approaches to determining the value of nature, ecological implications of social values, and the role of education in preserving and transforming social values. Systems (holistic) thinking and the development of ecological literacy are considered as approaches to achieving internationally accepted goals of environmental education. Theoretical concepts are applied to program design, implementation, assessment, and evaluation. May include a service-learning component.
Prerequisite: ENVSC 110 is recommended but not required.
Distribution Requirements: CL, SP.

ENVSC 270 - Environmental Problem Analysis
Credits: 4
A study of the complex nature of contemporary environmental problems from a variety of perspectives, with a local, national, or global focus. In this seminar-style class, students explore how to define and critically evaluate three to four contentious environmental issues that vary by semester, for example climate, natural resource use, energy, and conservation. Students complete projects that strengthen oral and written communication skills, the critical evaluation of information, and the development of independent inquiry through a variety of formats.
Must be taken on a letter-grade basis.
Prerequisite: ENVSC 110
Distribution Requirements: None.

ENVSC 285 - Quantitative Sustainability
Credits: 4
A survey of environmental issues from a quantitative perspective in order to expose students to mathematical tools used in the environmental sciences. Students are asked to make recommendations on issues surrounding climate change, pollution, ecosystem health, land use, population growth, natural resource management, and other current environmental issues. In the process of investigating these topics, students develop a mathematical toolkit for carrying out a variety of calculations, understanding uncertainty, interpreting data, and developing mathematical models to describe economic, social, and environmental systems.
Prerequisite: ENVSC 110.
Distribution Requirements: QR, SP.

ENVSC 305 - Environmental GIS I
Credits: 4
An interdisciplinary examination of the theory and techniques used in the mapping and geographic analysis of environmental problems. Environmental research increasingly depends on the ability to gather, analyze, and present spatial data using geographic information systems (GIS). Students are introduced to the use of geospatial technologies through the analysis of environmental case studies. Topics include: vector and raster data models, map registration and coordinate systems, database design, data entry, and editing, GPS data collection, aerial and satellite imagery data sources, query, visualization, and spatial analysis, and cartography. The class includes a weekly three-hour laboratory.
Prerequisite: ENVSC 110 or permission of the instructor.
Distribution Requirements: CL, QR.

ENVSC 306 - Environmental GIS II
Credits: 4
An interdisciplinary examination of the theory and techniques used in the advanced mapping and geographic analysis of environmental problems. Students design, execute, and present a semester-long, independent research project whose primary research tool is geographic information systems (GIS) and related technologies. Students are also exposed to advanced topics in GIS including raster-based map algebra, spatial estimation, weighted and fuzzy overlay, network and terrain analysis, modeling and scripting, and data standards and quality. The class includes a weekly three-hour laboratory.

Prerequisite: ENVSC 305 and permission of the instructor.
Distribution Requirements: CL, QR.

ENVSC 332 - Forest Ecosystems and Management
(also listed as BIO 332)
Credits: 4
A study of forest ecosystems and threats to forests caused by human actions. The course examines fundamental ecological processes that control forest ecosystems and the importance of forests in regional and global environments. Impacts of global warming, forest harvesting, air pollution and improper management will be discussed. Management regimes that result in sustainable forest practices will also be explored. Regional forest issues, as well as national and international forest concerns, will be addressed. Laboratory exercises will examine topics in local forested environments. Laboratory, one period.
Prerequisite: ENVSC 110, ENVSC 210 or a lab-based course in the Natural Science division.
Distribution Requirements: QR, SP.

ENVSC 335 - Conservation Biology
(also listed as BIO 335)
Credits: 4
The study of biological diversity and the increasingly severe effects of human society on populations and communities of wild organisms. Emphasis on local and global patterns of diversity, causes and consequences of declines in diversity, and ways to work with natural or managed systems to maintain or restore diversity. The laboratory emphasizes learning local flora and fauna, investigating local conservation biology issues, and using tools and techniques of wildlife and natural resource management to understand and resolve conservation problems. Laboratory, one period.
Prerequisite: BIO 219 OR BIO 220, BIO 221, and FSBIO 201 or ENVSC 110.
Distribution Requirements: QR, SP.

ENVSC 344 - Stream Ecology
(also listed as BIO 344)
Credits: 4
Study of the physical and biological characteristics of stream ecosystems. The laboratory emphasizes field study of local aquatic habitats. One laboratory per week.
Prerequisite: BIO 219 OR BIO 220, BIO 221 and FSBIO 201 or ENVSC 110.
Distribution Requirements: QR, SP.

ENVSC 350 - Ecological Economics
Credits: 4
An examination of the ways in which human economic systems depend upon and impact ecological systems. Topics include debates over economic growth as a focus of public policy, alternative indicators of progress, ecosystem valuation and the role of natural capital in human economic well-being. Emphasis is placed on moving beyond an "economy vs. environment" worldview and developing economic arguments for environmental conservation and sustainability.

Prerequisite: ENVSC 110
Distribution Requirements: SB, SP.

ENVSC 352 - Environmental Justice
Credits: 4
An examination of environmental issues and their implications for social justice. Topics include the history of the environmental justice movement, current conceptions and definitions of environmental justice, and case study applications. We draw from contemporary and historical case studies such as e-waste, industrial pollution, public transit, war and sustainable development. Emphasis is placed on student-led discussions of roles that gender, race, ethnicity and class play in environmentalism and environmental controversies.
Distribution Requirements: CL, PD.

ENVSC 355 - Field Ecology and Conservation
Credits: 4
A study of ecological field principles and techniques with a specific emphasis on conservation of wildlife and plants in natural and human-disturbed environments. Students use primary literature and student-driven field research to address observations about ecological composition, structure, and function, and compare how various habitat management approaches influence species conservation. Students develop testable hypotheses, design ways to test those hypotheses, collect, analyze, and report ecological data that promotes species and habitat conservation. Independent and group research projects will form the core of lab work at local natural areas. One laboratory per week.
Prerequisite: ENVSC 110 or BIO 220 and permission of instructor
Distribution Requirements: QR, SP.

ENVSC 365 - How Green is Green? German Environmentalisms
(also listed as GERMN 365)
Credits: 4
An overview of environmentalist ideas from the 19th century to the present in the German-speaking world. Students trace "green waves" throughout history and culture using a variety of materials such as literature, newspaper articles, statistics, and videos. The course also explores the links between environmental and other social movements as well as the interconnections between environmental concerns, technological developments, and politics. Students discuss both culture-specific aspects of Germany's environmentalist path and transnational developments such as the influence of EU policies. No knowledge of German necessary. This course does not count towards the German minor.
Distribution Requirements: HE, IP.

ENVSC 372 - Judaism, Justice, and Food
(Also listed as RELST 372)
Credits: 4
An exploration of the relationship between food, justice, and Jewish identities. Students learn about Jewish ethnic, cultural, and religious history as they explore the complex justice issues related to food. Students investigate all aspects of food production including growing, processing, cooking, and eating as they relate to issues of race, gender, religion, class, and sexuality. Students examine Jewish biblical dietary laws, rabbinic regulations, and modern kosher cookbooks to understand the formation and

flexibility of Jewish food systems.
Distribution Requirements: HE, PD.

ENVSC 375 - Applied Conservation GIS
Credits: 4
An exploration of conversation GIS techniques and applications. This course is designed to leverage GIS and mapping approaches as a tool to solve conservation problems, support decisions and better understand ecosystems around us. While habitats and biodiversity are decreasing rapidly, new approaches to solving conservation issues are becoming more important. Geographic information systems (GIS) provide a method for integrating a wide variety of data for analysis and display using maps. Students will have the opportunity to design, execute and present research projects based on topics related to wildlife and natural resource management to resolve conservation problems.
Prerequisite: ENVSC 305.
Distribution Requirements: QR, SP.

ENVSC 380 - Climate and Energy Policy
(also listed as POLSC 322)
Credits: 4
An examination of the international response to global climate change. Topics include climate science; climate impacts; mitigation; adaptation; energy infrastructure; renewable energy technology; and current local, national, and international policy developments. Emphasis is placed on the analysis of environmental, economic, political, and cultural drivers of and barriers to lowering greenhouse gas emissions around the world.
Prerequisite: ENVSC 110 or permission of the instructor.
Distribution Requirements: SB, SP.

ENVSC 383 - U.S. Environmental Policy
Credits: 4
A survey of environmental policy in the U.S., and the role of different scales and branches of government in implementing and enforcing environmental regulations. Students examine both the mechanisms of specific environmental policies and the policy approaches that govern large sectors of environment, economy, and life in the US (e.g. water, air, toxics, and land use policies). Students explore the political, socio-economic, and historical aspects of environmental regulation, and the impacts of policies over time on both people and the environment. Students learn how to use policy analysis to select one policy solution over another when dealing with tough environmental problems
Prerequisite: ENVSC 110.
Distribution Requirements: CL, SB.

ENVSC 385 - Introduction to Sustainable Energy
Credits: 4
An introduction to sustainable energy production and consumption. We survey a number of consumable energy resources and consider the tradeoffs between different modes of energy production. Our study begins by examining personal energy consumption due to transportation, heating and cooling, electricity consumption, and the production of goods, services, and food. We then discuss a number of energy

production technologies and use our understanding to develop local, national, and global energy plans. A lab component provides an opportunity to construct and characterize sustainable energy systems and experiment with original forms of energy production.
Prerequisite: ENVSC 110 or ENERG 105.
Distribution Requirements: QR, SB.

ENVSC 427 - Culture, Power, Environment
Credits: 4
An interdisciplinary study of nature-society interactions focused on race, ethnicity, and power. In this reading-intensive, discussion-based seminar course, students learn about the tenuous, constructed, eroding boundaries between "nature" and "culture". The focus is on the relationship between environmental, sociocultural, economic, and political changes and processes. Course materials draw on ethnographic research at the intersections of nature, culture, and power to examine topics such as the human dimensions of natural resource management, local environmental knowledge, sustainable livelihoods, and environmental social movements in relation to local and global processes. Students will gain a deeper understanding of environmental social science research, including its methodologies.
Prerequisite: ENVSC 110, GHS 210, or WGSS 100
Distribution Requirements: IP, PD.

ENVSC 530 - Internship in Campus Sustainability
Credits: 2-4
Liaison: Director of Sustainability
An opportunity for students to engage in sustainability research and action with a focus on campus systems. Interns choose a topic in their area of interest, complete independent research, develop a persuasive pitch, and compile supplemental materials which can result in tangible and immediate transformational change. The work is structured and developed in weekly sessions of a peer group of interns as well as weekly one-on-one consultations with the Director of Sustainability. Interns will develop professional skills and capabilities that are transferable to future research, learning, and employment. Past topics have ranged widely - a solar feasibility study of campus buildings, a beehive education campaign, a local hiking trail resource, a guide to a minimalist lifestyle on campus, the economy of gravel road biking, designing water taste tests to discourage the purchase of bottled water, etc.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

ENVSC 531 - Internship in Local Food and Agriculture
Credits: 2-4
Students will experience working in the local food system of Northwestern Pennsylvania. Based on student interest and the availability of internship site supervisors, each intern will be matched with a local farm, food producer, or organization that is focused on food access or education. The site supervisor and Allegheny internship coordinator will determine projects and activities to be completed during the semester. In addition to the off-campus work, students will meet regularly with the coordinator and other Food and Farm interns to reflect and discuss short articles that provide additional context about the food system. If circumstances prevent students from leaving campus, limited opportunities may be available to

work on a project remotely in conjunction with a farm or organization.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

ENVSC 532 - Internship in Community Sustainability
Credits: 2-4
Liaison: Director of the Gateway Network
An opportunity for students to engage in sustainability research and action with a focus on the communities surrounding Allegheny College.Students registering for this course will be placed in a community-based internship related to the discipline of Environmental Science and Sustainability. A student may work individually or on a small team doing one of the internship projects provided by the instructor. Past internships have focused on topics related to conservation, ecosystem restoration, land management, environmental policy, energy efficiency, and sustainable energy. Past internships have partnered with organizations including Pymatuning State Park, Crawford County Conservation District, French Creek Valley Conservancy, and the Pennsylvania Game Commission Land Management Division and others.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

ENVSC 533 - Internship in Environmental Education
Credits: 4
Liaison: Wendy Kedzierski (ESS)
An internship in environmental education will involve working with children and adults at a local educational facility or through Creek Connections. Creek Connections is an environmental education outreach program at Allegheny College. Since it was founded in 1995 as the French Creek Environmental Education Program, Creek Connections has been committed to bringing hands-on environmental education to regional middle and high schools. Using water quality monitoring as the basis of the program, we focus on watershed concepts and awareness. Interns with Creek Connections or other environmental education sites participate in research, activity development, environmental education, public relations, and office communications.
Prerequisite: ENVSC 110 and approval of the supervisor at the internship site.
Distribution Requirements: None.

ENVSC 585 - Junior Seminar: Sustainable Development
Credits: 4
Seminar discussion on a selected interdisciplinary topic in environmental science and sustainability in preparation for the development of senior research topics. Students analyze the literature, write a literature review, present a seminar, and submit a research proposal.
May be repeated for credit.
Prerequisite: Declared major in Environmental Science and Sustainability and permission of instructor.
Distribution Requirements: none.

ENVSC 590 - Independent Study
Credits: 1-4
An independent study or research experience. The student independently pursues a topic or project of

interest with guidance from a faculty member. Students meet one-on-one with the faculty mentor on a regular basis and also complete independent readings, laboratory work, or comparable activities. May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

ENVSC 600 - Senior Project I
Credits: 4
Senior research and seminar in Environmental Science and Sustainability. Students are evaluated on their proposal and presentation at the preliminary meeting and on progress made during the fall semester.
Prerequisite: ENVSC 585 and permission of instructor.
Distribution Requirements: none.

ENVSC 610 - Senior Project II
Credits: 4
Senior research and seminar in Environmental Science and Sustainability. Students are evaluated on their research effort, oral defense, and written senior thesis.
Must be taken on the letter-grade basis.
Prerequisite: ENVSC 600 and permission of instructor.
Distribution Requirements: none.

Experiential Learning

EXL 100 - Allegheny Lab for Innovation & Creativity Co-op
Credits: 2
Industry partner-led study of a specific tool, technology, or idea central to the industry partners' operations. ALIC is a collaborative, multi-disciplinary and college-wide resource designed to educate students and staff in the use and application of emerging and established digital fabrication and design tools and encourage broader engagement with these tools across disciplines. ALIC Co-op experiences are designed to synthesize hands-on skills with the knowledge gained through the traditional Allegheny liberal arts major and minor. This will be taught as a seven-week course
May be repeated for credit.
Must be taken Credit/No Credit
Distribution Requirements: None.

EXL 101 - Who are you and what do you want to become?
Credits: 1
An early-college exploration of how to begin to turn personal interests into a career. Students are encouraged to pursue curricular and co-curricular opportunities related to their passions and are provided help in identifying appropriate paths forward that will both enrich and build upon one another. This course is designed for students beginning to think about a major, about internship opportunities, about service-learning, or about study abroad. This will be taught as a seven-week course.
May be repeated for credit.

Must be taken credit/no credit.
Distribution Requirements: None.

EXL 102 - Culture2Culture
Credits: 1
An experiential learning-based course for participants in the Culture 2 Culture Peer Mentoring Program. Emphasis on the practice of cross-cultural understanding and communication through the curricular and co-curricular. Participants examine cultural identities to improve cultural competency and learn communication skills necessary to engage in successful cross-cultural relationships. Students apply knowledge learned from readings and simulations to their community engagement opportunities. This course prepares students for engagement in a global society by facilitating the development of leadership skills and awareness of cultural influences that impact interpersonal interactions.
Distribution Requirements: IP.

EXL 230 - Community Health Care: From Theory to Practice
Credits: 2
A study of key issues concerning community health care aimed at developing practical approaches to supporting patients. Students consider obstacles to effective health care as well as strategies for enabling at-risk patients to play more active roles in promoting their health and well-being. Topics include: challenges of delivering adequate health care in communities; population medicine; specific problems posed by diabetes, obesity, and cardiovascular disease; ethical dimensions of the concept of "underinsurance;" community medicine and the law; and methods of improving compliance and measuring outcomes. This seminar provides students with the academic foundation for a subsequent Health Coach Internship (EXL 530) with the Meadville Medical Center.
Prerequisite: Permission of instructor.
Distribution Requirements: CL, SB.
Not open to first semester students.

EXL 301 - What have you learned and where are you going?
Credits: 1
A space to do the work of linking the curriculum and the co-curriculum into a personal narrative that will help move the student in the direction of a career. Students work to articulate a clear professional goal and develop a process by which they might achieve it. This course is designed for students recently returned from an internship or study-abroad opportunity, or who have completed a long-term service commitment; and is meant to help them integrate these experiences into their curricular plans. This will be taught as a seven-week course. |
May be repeated for credit.
Must be taken credit/no credit.
Distribution Requirements: None.

EXL 302 - Not All Who Wander Are Lost
Credits: 1
A forum for students to prepare for their upcoming semester of study off campus. Practical information such as travel advice, registration and financial preparations, and health & safety precautions are covered as well as more nuanced topics like navigating a new academic system, setting achievable goals for the

study away term, and learning to live and communicate in a new environment. Successful completion of this course is required of all students prior to a semester of study away. This course will be taught as a seven-week course.
Must be taken Credit/No Credit.
Prerequisite: Admission to a study away program for the following term.
Distribution Requirements: IP.

EXL 303 - There and Back Again
Credits: 1
Provides a framework for students to explore the dimensions of their time studying away. We consider the process of reintegrating into life back home after a profound experience in another place and reflect on ways in which the experience may have reshaped or redefined values, beliefs, and goals. Students identify transferable skills gained from studying away and learn how to showcase those skills to future employers, in job or graduate school applications and in an interview setting. Required of all students in the semester following their time studying away. This course will be taught as a seven-week course.
Must be taken Credit/No Credit.
Prerequisite: Students must have participated in a study away program during the previous semester.
Distribution Requirements: IP.

EXL 394 - Global Learning Seminars
Credits: 2-4
A short-term intensive course usually offered during Spring Break. Travel Seminars typically include travel in the U.S. or abroad, and incorporate direct observation of or involvement in activities that complement or illustrate the subject matter. The seminars integrate students' experiential learning activities with theory and research in various fields. Students are exposed to diverse ideas, peoples, cultures, or ways of living and thinking. The courses are designed and taught by Allegheny faculty. Individual Experiential Learning Seminars are reviewed by the Study Away and Campus Internationalization Committee and approved by the Curriculum Committee.
May be repeated for credit.
Distribution Requirements: None.

EXL 501 - Internship: Physical Therapy
Credits: 2-4
The intern will work with an allied health professional at the Meadville Medical Center or at a private practice in the Meadville region. In addition to weekly observation hours, requirements include a reflective journal that demonstrates an understanding of the field, and a case study of a patient that demonstrates understanding of the bio-psycho-social nature of health care. The student is evaluated by the supervising health care professional and by the supervising faculty member.
Prerequisite: Permission of instructor and approval of the health care professional.
Distribution Requirements: none.

EXL 502 - Internship: Occupational Therapy
Credits: 2-4
The intern will work with an allied health professional at the Meadville Medical Center or at a private practice in the Meadville region. In addition to weekly observation hours, requirements include a

reflective journal that demonstrates an understanding of the field, and a case study of a patient that demonstrates understanding of the bio-psycho-social nature of health care. The student is evaluated by the supervising health care professional and by the supervising faculty member.
Prerequisite: Permission of instructor and approval of the health care professional.
Distribution Requirements: none.

EXL 503 - Internship: Physician Assistant
Credits: 2-4
The intern will work with an allied health professional at the Meadville Medical Center or at a private practice in the Meadville region. In addition to weekly observation hours, requirements include a reflective journal that demonstrates an understanding of the field, and a case study of a patient that demonstrates understanding of the bio-psycho-social nature of health care. The student is evaluated by the supervising health care professional and by the supervising faculty member.
Prerequisite: Permission of instructor and approval of the health care professional.
Distribution Requirements: none.

EXL 504 - Internship in Nursing
Credits: 2-4
The intern will work with an allied health professional at the Meadville Medical Center or at a private practice in the Meadville region. In addition to weekly observation hours, requirements include a reflective journal that demonstrates an understanding of the field, and a case study of a patient that demonstrates understanding of the bio-psycho-social nature of health care. The student is evaluated by the supervising health care professional and by the supervising faculty member.
Prerequisite: Permission of instructor and approval of the health care professional.
Distribution Requirements: none.

EXL 528 - Community Engaged Learning Internship
Credits: 1-4
A Community Engaged Learning internship focused on economic development, education, health and well-being, environmental conservation/sustainability, and/or arts and culture. Students will be partnered with a community partner and supported by a faculty member and/or member of the community engagement team. A weekly group meeting is required and will explore students' experiences during their internships and reflection on issues related to social justice and community development. The goal of the internship and meetings is to support an integrative learning model that encourages students to apply their knowledge to adaptive problems within a mentored environment.
Distribution Requirements: None.

EXL 529 - Internship: Experiential Learning
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

EXL 530 - Internship in Community Health
Credits: 2
An internship in community health care with the Meadville Medical Center (MMC). Using the academic and practical foundation provided in EXL 230, interns work as "health coaches" in the local community under the guidance of MMC health care professionals. Through in-home visits or telephone interactions, health coaches work to educate and motivate at-risk patients to take an active and meaningful role in their health and well-being. Interns also participate in weekly meetings with MMC health care teams for case presentations, discussions, and planning.
May be repeated for credit.
Prerequisite: EXL 230 and permission of instructor.
Distribution Requirements: None.

EXL 594 - Global Learning Travel Seminars
Credits: 2-4
A short-term intensive course usually offered between semesters or after spring semester. Travel Seminars typically include travel in the U.S. or abroad, and incorporate direct observation of or involvement in activities that complement or illustrate the subject matter. The seminars integrate students' experiential learning activities with theory and research in various fields. Students are exposed to diverse ideas, peoples, cultures, or ways of living and thinking. The courses are designed and taught by Allegheny faculty. Individual Experiential Learning Seminars are reviewed by the Study Away and Campus Internationalization Committee and approved by the Curriculum Committee. May be repeated for credit.
Distribution Requirements: none.
A short-term intensive course usually offered between semesters or after spring semester.

French

FRNCH 105 - Everyday French I
Credits: 2
A Module A course offering a first introduction to French language and culture, given concurrently with the first half of FRNCH 110. Designed for students with no prior experience in French; students with prior experience should take the French placement test and consult with the instructor. May not be taken for credit after successful completion of FRNCH 110. This will be taught as a seven-week course.
Distribution Requirements: IP.

FRNCH 106 - Everyday French II
Credits: 2
A Module B course offering a continued introduction to French language and culture, given concurrently with the second half of FRNCH 110. May be taken for credit after successful completion of FRNCH 110 with permission of instructor. This will be taught as a seven-week course.
Prerequisite: FRNCH 105 or appropriate score on placement test.
Distribution Requirements: IP.

FRNCH 110 - Beginning French I
Credits: 4

A course stressing the spoken language, basic structural patterns, reading for comprehension, and introduction to French and Francophone cultures. Three class meetings; one oral practice period a week.
Distribution Requirements: IP.

FRNCH 120 - Beginning French II
Credits: 4
A course stressing the spoken language, basic structural patterns, reading for comprehension, and introduction to French and Francophone cultures. Three class meetings; one oral practice period a week.
Prerequisite: FRNCH 110 (or FRNCH 106) or appropriate score on placement test.
Distribution Requirements: IP, ME.

FRNCH 215 - French Language through the Individual and the Collective
Credits: 4
An intermediate French course designed to improve listening, speaking, reading, writing, and cultural competence. Discussions focus on the theme of individual and collective identities and draw on primary sources from a variety of Francophone contexts. Students also become acquainted with basic techniques for the analysis of lyrical and theatrical texts and review and enhance their understanding of grammatical structures. One additional oral practice session per week and/or attendances at French Table may be required.
Prerequisite: FRNCH 120 or appropriate score on placement test.
Distribution Requirements: IP, ME.

FRNCH 225 - French Language through Communication and Technology
Credits: 4
An intermediate French course designed to improve listening, speaking, reading, writing, and cultural competence. Discussions focus on the theme of communication and the technologies that impact it and draw on primary sources from a variety of Francophone contexts. Students also become acquainted with basic techniques for the analysis of films and other audiovisual cultural productions and review and enhance their understanding of grammatical structures. One additional oral practice session per week and/or attendances at French Table may be required.
Prerequisite: FRNCH 215 or permission of instructor.
Distribution Requirements: HE, IP.

FRNCH 301 - French Society and Culture
Credits: 4
A survey of key aspects of French society and culture. Topics relating to French institutions and cultural identity are analyzed and discussed, including political, economic, and educational institutions and values as well as media, the workplace, and family life. Emphasis will be placed on the complexity of the notion of culture and cross-cultural comparison. Course materials include anthropological, sociological and historical documents, literary texts, and films. Recommended for students planning to study abroad in France. One additional oral practice session per week and/or attendance at French Table may be required.
Prerequisite: FRNCH 225 or permission of the instructor.
Distribution Requirements: CL, IP.

FRNCH 302 - Francophone Societies and Cultures
Credits: 4
A survey of Francophone societies and cultures with an emphasis on North Africa and West Africa. Topics relating to how societies deal with issues of modernization and globalization in their political, cultural, and socio-economic lives. Emphasis will be placed on the impact of significant historical events (for example, the transatlantic slave trade, colonization, the World Wars, the Algerian War) on the African continent and its inhabitants. Course materials include anthropological, sociological and historical documents, literary texts, and films. Recommended for students planning to study abroad in Morocco or Senegal. One additional oral practice session per week and/or attendance at French Table may be required.
Prerequisite: FRNCH 225 or permission of instructor.
Distribution Requirements: PD, IP.

FRNCH 305 - Advanced Skills through Local and Global Communities
Credits: 4
An advanced intermediate French course designed to improve listening, speaking, reading, writing, and cultural competence. Discussions focus on the themes of local and global communities and draw on primary sources from a variety of Francophone contexts. Students also become acquainted with basic techniques for the analysis of narrative prose and engage in sophisticated study of the grammatical, phonetic, and lexical nuances of the language. One additional oral practice session per week and/or attendances at French Table may be required. This is a required course for students who will continue to upper-level courses.
Prerequisite: FRNCH 225 or appropriate score on placement exam..
Distribution Requirements: IP, ME.

FRNCH 306 - Translating Language and Culture
Credits: 4
An examination and practicum on translating and translation theory addressing the complications, both linguistic and cultural, that arise in the translation process. Attention is given to the language, structures, and register of the original text in addition to its socio-cultural context and how they influence translation. Students translate journalistic articles, fiction, essays, and create filmic subtitles, and compare translations, including machine versus person.
Prerequisite: FRNCH 305 or permission of instructor.
Distribution Requirements: ME, HE.

FRNCH 310 - From Romance to Revolution
Credits: 4
A brief introduction to French literature of the Middle Ages and Renaissance, followed by a concentrated examination of French literary and artistic masterpieces of the 17th and 18th centuries. Representative texts including classical theater as well as works of the moralistes and the philosophes are examined within their historical context. Emphasis is placed on the representations of royal power, social convention, and challenges to state authority.
Prerequisite: FRNCH 305 or permission of the instructor.
Distribution Requirements: HE, IP.

FRNCH 320 - The Avant-Garde
Credits: 4
A study of the literary and cultural productions of France since the Revolution of 1789, with a focus on the innovations of the 19th and 20th centuries. This period has seen the consistent presence of an avant-garde, with innovation taking precedence over tradition in the esteem of readers, and each generation seeking to improve upon, reinvent, or even overthrow the last. Students trace this evolution through works in a variety of genres, and understand it as a reflection of an era of turbulence that was social and political as well as literary and cultural.
Prerequisite: FRNCH 305 or permission of instructor.
Distribution Requirements: HE, IP.

FRNCH 330 - "The Empire Writes Back"
Credits: 4
An introduction to the literature written in French from France's former colonies and its social-historical context. Topics include: the era of African Independences, la négritude, the Algerian War for Independence, and postcolonial immigration and writing in France. Emphasis is placed on the subversive nature of the literature studied and on how it inflects the French language, the French canon, and "Frenchness" itself. Articles from the press, essays, novels, and films are used.
Prerequisite: FRNCH 305 or permission of the instructor.
Distribution Requirements: HE, PD.

FRNCH 360 - Stories and Storytelling
Credits: 4
An exploration of French and/or Francophone narrative in prose and/or film. The texts, movements, and periods studied may vary; topics discussed may include: narrative styles and techniques in fiction and film, the history and evolution of these styles and techniques, the problems and possibilities of adaptation, oral traditions, and the importance of stories to storytellers and audiences. Students may be required to attend several film screenings outside of class.
Prerequisite: FRNCH 305 or permission of the instructor.
Distribution Requirements: HE, IP.

FRNCH 365 - Health, Illness, and Bodies
Credits: 4
An examination of the roles of the body, its functions, and its dysfunctions in French and Francophone cultures. Bodies are omnipresent in literary and cultural productions, from traditional love poems to modern advertising, from medical texts and health advice to accounts of illness, injury, and violence. Through discussion of textual and visual culture of the past and present, we seek to better understand how representations of bodies have been deployed to various ends. Topics vary, and may include: health, illness, disgust, violence, sexuality, censorship and taboo, physical comedy and the carnivalesque, power over bodies, objectified bodies, and idealized bodies.
Prerequisite: FRNCH 305 or permission of instructor.
Distribution Requirements: HE, IP.

FRNCH 370 - Writing and Public Life
Credits: 4

An examination of significant literary texts written at important historical moments in the evolution of French and/or Francophone societies. Emphasis is placed on the role of literature in the development of intellectual history. Close reading and analysis focus on ways in which literature both reflects and influences the history of ideas. Topics vary from year to year and may include: l'écrivain engagé, political and historical essay-writing, and literature and war.
Prerequisite: FRNCH 305 or permission of the instructor.
Distribution Requirements: HE, IP.

FRNCH 375 - Back to Nature: French Culture and its Environment
Credits: 4
A consideration of the importance of the natural environment in French culture. Across centuries of technological and cultural change, humans' relationship with their environment has been a profoundly telling aspect of cultural assumptions and mentalités. Through the study of literature, essays, films, and other texts, we consider this relationship in the French context, with a view to gaining a deeper understanding of French culture. Topics vary, and may include: environmentalism, nature vs. civilization, ecocriticism, food and terroir, historical ideas about the environment, cross-cultural comparison, and representations of wildlife, wilderness, and wildness.
Prerequisite: FRNCH 305 or permission of instructor.
Distribution Requirements: HE, IP.

FRNCH 380 - Laïcité: State-Secularism and Religion à la française
Credits: 4
An exploration of France's unique way of dealing with secularism and religion in the modern era. We trace the principle of laïcité from a revolutionary, post-religious society, where it originated in resistance to Roman Catholicism's centuries-old hold on French political life, to present-day multicultural and multiethnic France, where it is often associated with Islamophobia. Topics considered may include: the origins of laïcité during the revolution of 1789; the Law of 1905; the concept of the French Republic; racism and antisemitism; private vs. public spheres; freedom of expression, and immigration. Historical essays, literary texts, articles from the press, videos and films are used.
Prerequisite: FRNCH 305 or permission of instructor.
Distribution Requirements: HE, IP.

FRNCH 529 - Internship
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

FRNCH 580 - Junior/Senior Seminar
Credits: 4
Seminar, including oral reports, discussions, and an independent research paper.
May be repeated for credit.

Prerequisite: FSWLC 201 and permission of instructor.
Distribution Requirements: none.

FRNCH 590 - Independent Study
Credits: 4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

FRNCH 592 - Teaching in the Elementary or Secondary Schools
Credits: 2-4
A field experience in education during which students work with teachers and students in elementary or secondary schools. Relevant readings, as well as discussions with the instructor and the supervising teacher, provide the background and context for the fieldwork. Students are required to keep a reflective journal and to complete a culminating project based on their experiences in the classroom.
May be repeated for credit.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

FRNCH 600 - Senior Project I
Credits: 2
Preparation of a Senior Project proposal. A thesis statement, a short description of the project, and a bibliography have to be developed.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

FRNCH 610 - Senior Project II
Credits: 4
Completion and oral defense of the Senior Project.
Must be taken on the letter-grade basis.
Prerequisite: FRNCH 600 and permission of instructor.
Distribution Requirements: none.

Geology

FSGEO 201 - Field Geology
Credits: 4
Applied principles and field methods in geology and environmental geology. Students are exposed to critical analysis and communication in the geosciences through field and laboratory projects involving topographic maps, aerial photographs, geologic maps, rock and soil properties, subsurface drilling and geophysical data, and computer applications. Geologic mapping and hazards, landfill siting, environmental pollution, and oil exploration issues provide context for the projects. May include a

multi-day field trip. Field work or laboratory, one period.
Must be taken on the letter-grade basis.
Prerequisite: GEO 110.
Distribution Requirements: none.
May count toward a major or minor in Geology.

GEO 109 - Geologic Hazards
Credits: 4
Application of geoscience principles to understand interactions between human populations and the physical Earth at the local, national, and global scales. The course compares and contrasts geologic hazards created by tectonic activity (volcanic eruptions, earthquakes, and mass movements) with those created by hydrologic activity (floods, hurricanes, and tsunamis). Geologic controls on environmental health (water quality, metals in soils, radon, and/or fibrous minerals) are investigated and analyzed. An introduction to federal environmental laws and policies to reduce the impact of these hazards is presented.
Distribution Requirements: QR, SP.
This course is not intended for Geology majors and/or minors. If students complete GEO 109 and become interested in majoring or minoring in Geology, they should take GEO 110 upon completion of GEO 109.

GEO 110 - Physical Geology
Credits: 4
The study of Earth properties and the dynamics of geologic systems to provide a basic understanding of the resources, environments, and evolution of our planet. The course considers Earth materials, interior structure of the planet, Earth surface processes, landform development, environmental geology, and physical evolution of the Earth. Specific topics include minerals and rocks, plate tectonics, ocean basins, continents, river and groundwater systems, glaciers, volcanism and earthquakes. Laboratory or field work, one period.
Distribution Requirements: QR, SP.
This is a required introductory course for all Geo majors and minors. This course can be taken for credit after a student successfully completes GEO 109.

GEO 120 - Earth History and Evolution
Credits: 4
The study of Earth history and large-scale processes affecting our planet's evolution and present-day dynamics. Principles and techniques for system analysis are applied to the lithological, paleontological, and geochemical records to develop an understanding of atmosphere evolution, tectonic history, paleogeography, long-term environmental change, and biological evolution. Modern natural systems, laboratory projects involving rock suites and fossils, and models are used to demonstrate analytical approaches and aspects of Earth history. Laboratory one period.
Prerequisite: GEO 110.
Distribution Requirements: QR, SP.

GEO 215 - Pennsylvania Oil and Gas Geology
Credits: 2
An introduction to Pennsylvania's oil and gas geology. We explore the development of the

commonwealth's petroleum industry in both historical and geologic contexts. Students learn and apply common reservoir characterization methods used to assess an oil or gas reservoir's potential. Students examine the economic impacts of petroleum hydrocarbons on both the state and national economies. This will be taught as a seven-week course.
Prerequisite: GEO 110, ENERG 105, or ENVSC 110.
Distribution Requirements: SP.

GEO 240 - Mineralogy
Credits: 2
A study of the physical and chemical properties of Earth's minerals. Our study emphasizes mineral systems, the identification and classification of common rock forming and economically important minerals, and processes that influence mineral occurrence and composition. The fundamentals of crystallography, optical properties of minerals, and use of the polarizing microscope are included. One laboratory period. This will be taught as a seven-week course.
Prerequisite: GEO 110.
Distribution Requirements: SP.

GEO 250 - Petrology
Credits: 4
A study of the origin and composition of Earth's crustal systems. Mineralogy, chemistry, and textures of rocks are learned through hand sample and microscopic analysis. Our study emphasizes interpretation of igneous, metamorphic, and sedimentary rock associations in relation to tectonic settings. Laboratory, one period. May include a multi-day field trip.
Prerequisite: GEO 110, and GEO 240. GEO 120 is strongly recommended.
Distribution Requirements: QR, SP.

GEO 310 - Process Geomorphology
Credits: 4
A study of the surface of the Earth, processes that modify it, and principles governing their operation. Included in the course is the study of processes and landforms associated with weathering, streams, glaciers, coasts, and climatic change and groundwater. Laboratories emphasize field investigations, map and aerial photograph interpretation, and physical and computer models. Laboratory or field trip, one period.
Prerequisite: GEO 110.
Distribution Requirements: QR, SP.

GEO 331 - Paleobiology
(also listed as BIO 331)
Credits: 4
A study of temporal and spatial changes of the Earth's fauna within the context of evolution and geological processes. Our study focuses on analysis and use of paleontological data in evolution, systematics, paleoecology, paleoclimatology, geology, and extinction. Laboratory: one period plus field trips.
Prerequisite: BIO 219 OR BIO 220 OR BIO 221 and FSBIO 201, or GEO 120 and FSGEO 201.
Distribution Requirements: QR, SP.

GEO 380 - Field & Lab Topics in Geology
Credits: 2
A study of a selected current topics in the geosciences. Students review and discuss geoscience research with an emphasis on: a) modern and ancient geologic settings; and b) field and/or laboratory research techniques. Students participate in a multi-day field experience. This course is closed to students who are currently enrolled in GEO 580.
May be repeated for credit.
Prerequisite: GEO 110.
Distribution Requirements: None.

GEO 400 - Hydrogeology
Credits: 4
Principles of groundwater flow and physical properties of aquifers. The course combines both theoretical and applied approaches to the study of groundwater. Topics include: well construction and installation, characterization of subsurface hydraulic properties, groundwater flow, and contaminant transport processes. Course may involve a multi-day field trip. Laboratory, field work, or recitation, one period.
Prerequisite: GEO 110. MATH 141 or MATH 151 is recommended.
Distribution Requirements: QR, SP.

GEO 410 - Sedimentology and Sedimentary Petrology
Credits: 4
Hydrodynamics of sediment movement, depositional products, and environmental systems as a basis for stratigraphic analysis. Also, detrital mineralogy and major sedimentary rock types in relation to basin type and tectonic setting. Laboratories include study of sedimentary structure sets from modern marine and variety of ancient environmental systems, some aspects of applied paleontology, petrographic analysis, and the field study of modern and ancient deposits. Laboratory, one period.
Prerequisite: GEO 110, GEO 120, or permission of the instructor.
Distribution Requirements: QR, SP.

GEO 420 - Structural Geology
Credits: 4
Rock deformation and tectonics of the Earth. Emphasizes geometric analysis and origin of secondary structures at microscopic-, outcrop-, and global-scales. Stress, strain, and material behavior are applied throughout the course. Topics include folding, fault systems, deformation mechanisms, kinematic analysis, interpretation of geologic maps and cross-sections, graphical and computer solutions of problems including the use of stereograms, and case studies of structural associations in mountain belts. May include a multi-day field trip. Laboratory, one period.
Prerequisite: FSGEO 201.
Distribution Requirements: QR, SP.

GEO 430 - Geochemistry
Credits: 4
An examination of the chemical character and behavior of the near-surface environment. Students study analytical methods to characterize the chemistry of precipitation, surface/ground water, soils, and rocks. We examine the dominant chemical reactions between gas, liquid and solid phases on Earth and identify

the products of these reactions. Course material is examined in the context of global geochemical cycling. Laboratory work, field work, or recitation, one period.
Prerequisite: CHEM 120, and GEO 250 are strongly recommended.
Distribution Requirements: QR, SP.

GEO 529 - Internship: Geology
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

GEO 580 - Junior Seminar
Credits: 4
Seminar discussions on selected topics in geology in preparation for the development of senior research topics. Students analyze the literature, write a paper requiring literature review and synthesis, present a seminar, and submit a tentative research proposal for the Senior Project. Includes a five- to six-day field trip.
Distribution Requirements: none.
Required of all junior majors in geology.

GEO 600 - Senior Research Project I
Credits: 2 or 4
The first semester of a two-semester research project. Students are evaluated on their proposals and presentations at the preliminary meeting, progress made during the semester, and presentation at the final meeting of the semester.
Prerequisite: GEO 580 and permission of instructor.
Distribution Requirements: none.

GEO 610 - Senior Research Project II
Credits: 2 or 4
The final semester of a two-semester research project. Students are evaluated on their continued research efforts, oral defenses and written theses.
Must be taken on the letter-grade basis.
Prerequisite: GEO 600 and permission of instructor.
Distribution Requirements: none.

GEO 620 - Senior Research Project
Credits: 4
Students are evaluated on their proposal and presentation at the beginning of the semester, research effort during the semester, and oral defense and written thesis at the end of the semester. The project must be completed during the semester of enrollment.
Must be taken on the letter-grade basis.

Prerequisite: GEO 580 and permission of instructor.
Distribution Requirements: none.

German

GERMN 110 - Beginning German I
Credits: 4
A course stressing the spoken language, elements of grammar, reading for comprehension, and introduction to German culture. Three class meetings; two oral practice periods per week.
Distribution Requirements: IP.

GERMN 120 - Beginning German II
Credits: 4
A course stressing the spoken language, elements of grammar, reading for comprehension, and introduction to German culture. Three class meetings; two oral practice periods per week.
Prerequisite: GERMN 110 or appropriate score on placement test.
Distribution Requirements: IP, ME.

GERMN 250 - Intermediate German
Credits: 4
A rigorous review of basic structural patterns and discussion of selected texts in literature and civilization. There is an emphasis on writing and speaking to improve communication skills in preparation for upper-level literature and culture courses. One additional oral practice session per week and attendance at Coffee Table.
Prerequisite: GERMN 120, or appropriate score on placement text.
Distribution Requirements: IP, ME.

GERMN 305 - Advanced German in a Cultural Context
Credits: 4
An intensive review of all four language skills (listening, speaking, reading, writing) at the advanced level. Special emphasis is on selected grammar principles used in a contemporary cultural context. The course includes a variety of exercises with emphasis on composition.
Prerequisite: GERMN 250 or placement into the 300-level.
Distribution Requirements: HE, IP.

GERMN 310 - Advanced German in Literary Context
Credits: 4
A rigorous review of all four language skills on an advanced level and in a literary context. Based on individual needs, the course addresses selected grammatical and stylistic problems and concentrates on the writing of expository prose as well as on the discussion of literary texts.
Prerequisite: GERMN 250 or placement into the 300-level.
Distribution Requirements: HE, IP.

GERMN 325 - German Culture
Credits: 4

A comprehensive introduction to the historical, political, social, and intellectual background of German-speaking countries. Various types of compositions are used to practice language context. Special emphasis is placed on selected grammatical and linguistic concepts.
May be repeated for credit.
Prerequisite: GERMN 250 or placement into the 300-level.
Distribution Requirements: HE, IP.

GERMN 360 - Topics in German Culture
Credits: 4
An in-depth study of one area of German culture. Topics may include the position of women in society, the Holocaust, the connection of personal and national identity, the outsider in literature, the European Union.
May be repeated for credit.
Prerequisite: GERMN 250 or placement into the 300-level.
Distribution Requirements: HE, IP.

GERMN 365 - How Green is Green? German Environmentalisms
(also listed as ENVSC 365)
Credits: 4
An overview of environmentalist ideas from the 19th century to the present in the German-speaking world. Students trace "green waves" throughout history and culture using a variety of materials such as literature, newspaper articles, statistics, and videos. The course also explores the links between environmental and other social movements as well as the interconnections between environmental concerns, technological developments, and politics. Students discuss both culture-specific aspects of Germany's environmentalist path and transnational developments such as the influence of EU policies. No knowledge of German necessary. This course does not count towards the German minor.
Distribution Requirements: HE, IP.

GERMN 380 - Stories and Storytellers
Credits: 4
A study of the craft of writing in German. Emphasis is on the storytelling techniques of texts in various genres. Students improve their language skills (reading, writing, speaking, listening). They acquire analytical skills and may be writing their own creative works.
May be repeated for credit.
Prerequisite: GERMN 250
Distribution Requirements: IP, ME.

GERMN 529 - Internship
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

GERMN 590 - Independent Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

GERMN 592 - Teaching in the Elementary or Secondary Schools
Credits: 2-4
A field experience in education during which students work with teachers and students in elementary or secondary schools. Relevant readings, as well as discussions with the instructor and the supervising teacher, provide the background and context for the fieldwork. Students are required to keep a reflective journal and to complete a culminating project based on their experiences in the classroom.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

GERMN 600 - Senior Project I
Credits: 2
Preparation of a Senior Project proposal. A thesis statement, a short description of the project and a bibliography have to be developed.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

GERMN 610 - Senior Project II
Credits: 4
Completion and oral defense of the Senior Project.
Must be taken on the letter-grade basis.
Prerequisite: GERMN 600 and permission of instructor.
Distribution Requirements: none.

Global Health Studies

GHS 110 - Introduction to Global Health
Credits: 4
An exploration of health and health challenges around the world. Students learn key concepts about human and environmental health from a wide variety of perspectives, including the global burden of disease, disability, the social determinants of health, health inequities, and infectious and non-infectious disease. The collaborative nature of health research and practices are emphasized as are contemporary threats to health such as climate change, resource inequality, changing population structures, and emerging disease outbreaks.
Distribution Requirements: IP, PD.

GHS 210 - Investigative Approaches in Global Health
Credits: 4
A seminar exploring case studies in global health. Students are introduced to the research methods and modes of communication used in the field of global health. Domestic and international case studies are used to examine how practitioners from various fields (such as medicine, law, and policy) identify, analyze, and respond to global health issues. Students read scholarly research, interpret data, evaluate communication outreach, and explore relevant research methods. Students evaluate sources of information and develop research and communication skills. Ethical, cultural, and interdisciplinary dimensions of global health research and practice are emphasized throughout the seminar.
Distribution Requirements: IP, SB.

GHS 223 - People & Poisons: Foundations of Public Health Toxicology
Credits: 4
An interdisciplinary introduction to the science of toxicology and its application to the study of human health. This course traces the biologic processes involved in the absorption, distribution, biotransformation, and excretion of toxic substances within the human body. Toxicology is an essential component of a wide array of efforts to improve health, informing everything from environmental policy, to risk assessments for particular communities, to industry and legal guidelines for determining thresholds of exposure for hazardous substances--whether those substances are found in our food, water, construction materials, or even toys.
Distribution Requirements: SP.

GHS 228 - Global Health Data and Visualization
Credits: 4
An exploration of publicly available quantitative data related to global health and development from individuals, families, and countries around the world. Students learn how to find, organize, and visualize publicly available data, as well as practice database management, merging, documentation, and visualization with an emphasis on data equity and on the underlying processes by which data are generated by various agencies and organizations. Students investigate the benefits and drawbacks of using publicly available data and gain skills to prepare for independent data analysis.
Distribution Requirements: QR, SP.

GHS 235 - Global Health Ethics
Credits: 4
An introductory ethical study of global health inequalities and our responses to them. Topics include health, justice, and human rights; moral responsibility in global health contexts; power, poverty, and health; ethics and global health governance; the ethics of international medical research; global inequities in access to medical resources; and specific health injustices associated with culture, race, and gender.
Prerequisite: GHS 110 .
Distribution Requirements: PD.

GHS 254 - Anthropology of Food
Credits: 4
An examination of food and foodways from an anthropological perspective. With attention to the interplay between biology, culture, and power, students explore the myriad of ways in which food-related

behaviors influence human health. Core principles for the course are food safety, security, sovereignty, sustainability, and sociality. Using those lenses, students explore foods as medicines or poisons, the relationship between differential access to resources and health, the importance of power and representation in making changes to food systems to support community health, tensions between maintaining worker health and the food supply, and the ways in which relationships and identities are forged and maintained through ritual and shared cuisines.
Distribution Requirements: IP.

GHS 321 - Epidemiology
Credits: 4
An opportunity to apply epidemiological data to both global health policy and practice, focusing on the determinants of health and patterns and distributions of disease. Topics include the philosophical and ethical dimensions of epidemiology, historical origins, types of study designs, data types and interpretation, and differences between causation and association.
Prerequisite: GHS 110 and GHS 210. Not open to first-year students.
Distribution Requirements: QR, SP.
Students may not receive credit for both GHS 321 and BIO 321.
NB: GHS 321 will no longer count as an Area C course in Biology.

GHS 322 - Climate & Health
Credits: 4
An exploration of the direct and indirect impacts on human health due to our changing climate. Students review the foundations of climate science and examine ways in which atmospheric changes can result in the increased prevalence and altered distribution of a range of human health outcomes, such as rates of infectious diseases and reduced nutritional status. Students focus on comparative impacts within the US and across the globe, with an emphasis on health equity, vulnerable populations, migration, social stability, and global security. Pathways for mitigation, adaptation, and development of both resilient communities and work sectors are considered. This course will count as an approved elective in the "Science and Environment" dimension for Global Health Studies majors and minors.
Prerequisite: JR or SR standing.
Distribution Requirements: CL, SP.

GHS 324 - Environmental Health
Credits: 4
An interdisciplinary investigation and analysis of the ecological and social conditions that can lead to wellness or disease. We will analyze the underlying scientific associations of adverse health effects; evaluate causal links such as environmental contamination, air quality, or heavy metal exposures; examine conditions that expand water-borne, vector-borne, and communicable diseases; assess how occupational and community design can contribute to patterns of disease; and explore disparate community impacts and responses to climate change. Students evaluate the range and effectiveness of management and policy strategies designed to reduce adverse health outcomes and explore evidence-based strategies to reduce risk and health disparities. Particular attention will be given to the disproportionate health burdens on disenfranchised communities in both US and global regions. Includes a laboratory component.
Prerequisite: Junior or senior standing.
Distribution Requirements: CL, SP.

GHS 345 - Economics of Food and Agriculture
Credits: 4
A study of the economics methods used for food policy analysis. Students apply economics tools to major food and nutrition policy problems around the world, including food production and consumption behavior, social welfare changes, international trade, market failures, and government policies. Through a combination of lectures and seminars, students gain analytical methods and familiarity with data to explain and predict outcomes of the food economy, including trends in poverty, inequality, employment, and economic growth.
Distribution Requirements: QR, SB.

GHS 350 - Cultures and Health: Critical and Theoretical Approaches
Credits: 4
An advanced level seminar-style class that explores the role of cultural and social factors in health and medicine. Using both theoretical texts and specific case studies, students learn to analyze health practices within specific historical, cultural, institutional, and political contexts. Students examine the ways in which health, disease, and medicine function as contested terms that privilege certain visions of individuals and institutions over others with real-world consequences.
Prerequisite: GHS 110. Not open to first-year students.
Distribution Requirements: HE, SB.

GHS 352 - Ethnographic Methods in Health Research
Credits: 4
An introduction to ethnographic methods for use in global health research. The course introduces students to concepts central to ethnography such as participant observation, field notes, and interviewing. Students also learn to understand the design of studies in global health research that include an ethnographic component, and the analysis of ethnographic data and ethnographic writing. Since global health research is conducted in settings in which local culture, forms of inequality, health care institutions, and ways of interpreting and experiencing illness are of critical importance to the development of health services, the course will focus on the use of ethnography to address these basic dimensions of local settings in which research is being conducted.
Prerequisite: GHS 110. Not open to first-year students.
Distribution Requirements: SB.

GHS 354 - Medical Anthropology and Perspectives of Health in Asia-Pacific
Credits: 4
An examination of ethnographic research on health and illness in Asia and the Pacific. Students consider non-western perspectives of health, illness, and bodies through reading medical anthropology works. Topics include infectious disease, chronic disease, addiction, commodification of bodily processes and components, illness related to food and water, and mental health in cultural context. Students learn to draw connections between the health of individuals, population health, and policies created by governing bodies while also developing a sense of how medical anthropological data are interpreted and written.
Distribution Requirements: IP.

GHS 425 - Global Health Transitions
Credits: 4

Students explore how societal transformations such as industrialization, colonization, or globalization, can transform patterns of health and approaches to health prevention and management. These large-scale patterns can result in: changes in where and how people live, such as nomadic to agrarian, rural to urban; and demographic changes such as size of families, average lifespan, and occupation. Each of these changes can result in significant secondary and tertiary impacts to health including access to sufficient nutritious foods, transportation, education, and even support structures (tight knit communities to widely dispersed networks). Students will examine these patterns and explore and critique developmental theory that aims to predict and respond to changes. Students will use a comparative approach exploring large health data sets, and also case studies to explore how various transitions have impacted health and healthcare delivery in specific communities throughout the globe.
Prerequisite: Junior or senior standing.
Distribution Requirements: CL, IP.

GHS 440 - Global Health and Nutrition
Credits: 4
An evaluation of selected global health challenges in the area of nutrition, with particular focus on maternal and child health. Students explore the bio-social origins of various nutritional concerns, including family planning, breastfeeding, macro- and micro-nutrient deficiencies, food insecurity, food safety, and disparities in heights and weights. Students analyze how nutritional status develops within specific ecological and cultural contexts around the world, assess the implications of nutritional disparities, and examine the interventions designed to address these disparities.
Prerequisite: GHS 110.
Distribution Requirements: SP, IP

GHS 475 - Advanced Topics in Global Health Studies
Credits: 4
An advanced interdisciplinary seminar. Students will integrate the four dimensions of Global Health Studies in an intensive investigation of a particular issue, topic, or concept related to global health. Particular topics will vary but could include: sexuality and health, health education, global health governance, health policy, emerging diseases, or global poverty and health.
Prerequisite: GHS 110.
Distribution Requirements: None.

GHS 510 - Global Health Fieldwork
Credits: 2
A study of global health field practices in preparation for domestic and international internships, practicums, or cultural immersion opportunities. Students investigate cultural competencies required across a variety of work sectors that serve global health; become familiar with key political, religious, and cultural practices in their respective settings; and explore existing data and narratives about the lives of diverse populations in their regional focus area. Ethical engagement practices, especially in lower- and middle-income countries and regions of the US, are emphasized. Within their specific research area, students identify and evaluate data sources and evidence-based practices, and reflect on their understanding and experience prior to arriving on-site. This may be taught as a seven-week course.
Distribution Requirements: None.

GHS 515 - Global Health Practice
Credits: 2
A synthesis of global health studies in practice. Students reflect on their completed or ongoing global health internships, practicums, or cultural immersion opportunities. Students examine their experiences through the lens of public health and development theory. The challenges associated with these experiences are compared across domestic and international cultural settings and work sectors. Students deepen their understanding of the topics they addressed in their fieldwork through additional research that situates the work in evidence-based practice and places their experiences and research into theoretical context. This may be taught as a seven-week course.
Distribution Requirements: None.

GHS 529 - Internship: Global Health Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

GHS 575 - Global Health Challenges
Credits: 4
A seminar on changing health issues around the world and an evaluation of interventions to understand and improve human health. Case studies explore the scientific, ethical, cultural, and social dimensions of health in preparation for the development of senior research projects. Course topics address issues that intersect with health and health equity, including infectious, non-communicable, or inter-generational diseases, disability, injury, and the social and environmental determinants of health. Students synthesize the literature around their chosen health topic, present their work, and write a research proposal.
Prerequisite: GHS 110, GHS 210
Distribution Requirements: none.

GHS 600 - Senior Project I
Credits: 2
The first semester of a two-semester senior project. Students refine a proposal and begin preliminary data collection as appropriate for their project. They work with the project advisor and other appropriate faculty members to finalize a research question and identify proper approaches, project design, methods of data analysis and interpretation, and modes of communication. A final proposal is presented for approval, and oral and written progress reports are discussed and evaluated.
Must be taken Credit/No Credit.
Prerequisite: GHS 575 or another approved Junior Seminar; permission of instructor.
Distribution Requirements: none.

GHS 610 - Senior Project II
Credits: 4
A continuation of GHS 600 leading to the completion of the Senior Project. Group and individual meetings are held to evaluate the progress of individual student research projects. Emphasis is placed on

data analysis and interpretation and on modes of presenting research findings. Students complete a written thesis and oral defense.
Prerequisite: GHS 600 or permission of instructor.
Distribution Requirements: none.

Healthcare Management

HCM 140 - Introduction to Healthcare Systems
Credits: 4
An exploration of the US healthcare system, including the organizations and delivery of healthcare services. Topics to be covered include U.S. health reform initiatives, health insurance, organization and operation of healthcare systems, and legal and regulatory issues. Students discuss the challenges associated with healthcare costs, quality of care, access to care, and the financing of both healthcare and public health services.
Distribution Requirements: CL.

HCM 435 - Health Management
Credits: 4
An examination of the production, funding, and delivery of efficient and equitable healthcare services. Students investigate the balance between the cost, accessibility, and quality of healthcare, the factors influencing the demand for medical services, the dynamics of health insurance, the incentives shaping physicians' choices, and the competitive structure of healthcare markets.
Prerequisite: ECON 202 and ECON 235
Distribution Requirements: SB.

HCM 580 - Topics in Healthcare Management
Credits: 4
The application of concepts from fields related to healthcare management to problems in the healthcare system. Students summarize, present, and discuss research papers that reflect both significant real-world management questions and applicable theoretical frameworks. In the course of reading papers and exploring empirical methods, students develop a research question and an approach for addressing that question, including, if appropriate, the exploration of data. Students should enroll in this course prior to the semester in which they write their Senior Project. Must be taken on a letter-grade basis.
Distribution Requirements: None.

HCM 620 - Senior Project
Credits: 4
Students integrate and apply the knowledge and skills they have learned across the program. Students work in teams to complete a major project with a local organization – such as a hospital, health system, governmental health department, non-profit, or global health organization.

History

FSHIS 201 - Communication in a Discipline: History
Credits: 4
An introduction to writing and speaking in the discipline of History.
Must be taken on the letter-grade basis.
Prerequisite: FS 102 or FS 200 .
Distribution Requirements: none.
The topical material covered in this sophomore seminar varies from section to section and year to year. Some sections of this course may have additional prerequisites.

HIST 101 - The Greek World, 1184-323 BCE
Credits: 4
A comprehensive survey of ancient Greek political, social, and cultural history based on the interpretations of primary sources, both literary and archaeological, from the Trojan War to the end of the Classical period. Topics include the historicity of the Homeric poems, the rise of the Greek city-state and panhellenic consciousness, the constitutional history of Athens and Sparta, the Persian and Peloponnesian Wars, political participation in the Athenian democracy, reflections of contemporary history in drama (tragedy and comedy) and philosophy, and the rise of Alexander the Great.
Distribution Requirements: HE, IP.

HIST 103 - The Roman World, 753 BCE-180 CE
Credits: 4
A comprehensive survey of ancient Roman political, social, and cultural history based on the interpretation of primary sources, both literary and archaeological, from the foundation of the city to the height of the Empire. Topics include the Roman aristocratic moral code, Roman imperialism, Roman diplomatic interaction with the Hellenistic World, the decline and fall of the Roman Republic, the establishment of the Augustan principate, and the administration of the empire in the first and second centuries.
Distribution Requirements: HE, IP.

HIST 109 - Europe in the Age of Modernization and Revolution, 1648-1914
Credits: 4
A survey of three centuries of European history, with focus on the ages of absolutism and enlightenment, the French Revolution and subsequent revolts, the evolution of liberal democracy, the industrial revolution and the development of a modern economy, and the emergence of nationalism and socialism.
Distribution Requirements: HE. SB.

HIST 110 - Europe in the Age of Dictatorship and Democracy, 1914-Present
Credits: 4
An introduction to major problems in the social, cultural, and political history of Europe in the 20th century, from the disillusionment of World War I to the challenges of post-communism. Among the topics explored are the impact of total war on European civilization, Nazism and the rise of authoritarian regimes during the inter-war period, the significance of the Russian Revolution for Europe,

decolonization and Europe's changing place in world affairs, the reconstruction of democracy after 1945, the division of Europe during the Cold War, and the future of the nation-state within a unified Europe.
Distribution Requirements: HE, SB.

HIST 113 - The History of Modern East Asia, 1800-Present
Credits: 4
A survey of political, social, economic, and cultural trends in East Asia from 1800 to the present. The course focuses primarily upon China, Korea, and Japan and to a lesser degree Vietnam. After an introduction to the tenets of East Asian civilization, we explore the profound changes that occurred in all four states as interaction with Western nations increased in the nineteenth century. We then examine the political, economic, and military conflicts of the twentieth century and conclude by focusing on the tremendous economic development that has shaped the region in more recent decades.
Distribution Requirements: HE, IP.

HIST 116 - Colonial Latin America
Credits: 4
An introduction to Latin American history from the pre-Columbian era to the independence period. Topics considered include the diversity and complexity of Latin American indigenous civilizations before the arrival of Europeans; the Spanish impetus for New World exploration and conquest; the military conquest of the Aztec and Incan Empires; and the political and religious institutions, socio-economic structure, racial and ethnic attitudes, and cultural underpinnings of Spanish colonialism. Particular attention is paid to the modern ramifications of Latin America's colonial past.
Distribution Requirements: IP, PD.

HIST 117 - Modern Latin American History
Credits: 4
An examination of 19th- and 20th-century Latin American struggles to create effective national, political, and economic systems in a postcolonial global context. Through particular attention to legacies from the colonial period, students explore how gender, racial, ethnic, and class differences undergird political and economic structures, and how this historical relationship contributes to recent characteristics of the region, including -"underdevelopment," dictatorship, guerrilla warfare, narco-trafficking, democratization, and neo-liberal trade.
Distribution Requirements: IP, PD.

HIST 123 - A History of the Ottoman Empire, 1300-1918
Credits: 4
A study of the Ottoman Empire and the Mediterranean region. Students examine the empire's encounters throughout the Mediterranean, center and frontiers of the empire, and the lived experiences of individuals within the Ottoman Empire. Students investigate such topics as: Origins of the Ottoman Empire; its Boundaries and Crossings; Competing Expansions; Sacred Space (Spatial, Religious, Representational Questions); Frontiers (Interactions, Encounters, and Diffusion); Trade and Cultural Interactions; Networks, Mobility, and Ecological Crisis; Gender and Sexuality in the Ottoman Empire; and the Decline or Transformation question.
Distribution Requirements: IP, SB.

HIST 124 - A History of the Modern Middle East, 1839-present
Credits: 4
An introduction to the history of the lands that comprise the former Ottoman Empire. Students investigate topics such as: the reform and independence movements of the late Ottoman Empire; the modernization and development programs within nation-states; the implications of the settlements following the First World War; the Arab-Israeli Conflict; post-WWII autocracies; US involvement in the Middle East; and recent challenges in the region. Also explored are the competing and overlapping concepts of religious and secular-structured notions of nation, identity, and coexistence.
Distribution Requirements: IP, SB.

HIST 153 - History of Imperial Russia, 1682-1917
Credits: 4
A survey of Russian intellectual, cultural, and political history from the reign of Peter the Great to the fall of the Romanov dynasty in the February Revolution of 1917. Problems considered include the strengths and weaknesses of autocracy, Russia's rise to prominence as a European power, the role of serfdom in Russia's development and underdevelopment, the formation of Russia as a multi-national empire, the politics and culture of the intelligentsia, and the internal dynamics which helped produce revolution at the beginning of the 20th century.
Distribution Requirements: HE, IP.

HIST 155 - The Soviet Century, 1917-Present
Credits: 4
A survey of major problems in the history of Russia and the Soviet Union during the 20th century, from the promise of the October Revolution of 1917 to the uncertainties of post-Soviet life. Among the topics explored are the causes of the 1917 revolutions, the nature of Bolshevism, revolutionary culture and utopianism during the 1920s, Stalinism and the transformation of Soviet society, the idea of the Soviet Union as a multi-national polity, the Great Patriotic War against Nazism, de-Stalinization and Soviet culture, the reconstruction of the Soviet system under Mikhail Gorbachev, and the complex legacies of Soviet socialism.
Distribution Requirements: HE, IP.

HIST 162 - History of the United States to 1865
Credits: 4
An examination of the forces that have shaped the experiences of the American people from the age of settlement through the Civil War. The course focuses on relations between European settlers and Native Americans, the development of Anglo-American colonial society, the foundation of the new nation, the emerging industrial economy, the causes of sectionalism, and the crisis of the Civil War.
Distribution Requirements: HE, PD.

HIST 163 - History of the United States, 1865-Present
Credits: 4
An exploration of the emergence of modern America, addressing the effects of immigration, industrialization, imperialism, war and social change on the development of the United States since the Civil War.
Distribution Requirements: HE, PD.

HIST 165 - Pre-Modern China: Religion, Philosophy, and Society
Credits: 4
An examination of pre-modern Chinese political and social history from 500 BCE to 1800 CE. This course focuses on the origin and transformation of the Chinese nation-state prior to its full-scale encounter with the West. Topics discussed may include: the origin of Chinese civilization, the formation of the nation-state, contending schools of philosophy and thought, the cycle of dynasties, the rise of pre-modern capitalism, women's experiences, Han and minority relations, religions, and secret societies.
Distribution Requirements: HE, IP.

HIST 167 - Modern China, 1800-2000
Credits: 4
An examination of the recent Chinese past. Topics discussed include: the last century of Qing rule, confrontation with Western nations, the Republican period, the warlords and the Nationalist and Communist movements in the early twentieth century, Japanese aggression, the communist state, the Cultural Revolution, and economic growth in the 1980s and 1990s.
Distribution Requirements: HE, IP.

HIST 170 - Introduction to Public History
Credits: 4
An introduction to the theory and practice of public history, a collaborative approach to history that emphasizes inter-disciplinary methodology, oral history, and a variety of presentation formats to present historical projects that interact with audiences in the public sector. Through readings, discussions, viewing of films and documentaries, and field trips to museums and historic sites, students examine issues that confront historians working in public settings. Students work with specific archives and/or groups at Allegheny or elsewhere to create and publish digital story-telling projects intended to connect individual experience and community needs to larger movements and ideologies.
Distribution Requirements: CL, SB.

HIST 220 - Law and Democracy in Ancient Greece
Credits: 4
An examination of legal and political ideals and practices in ancient Greece, with a particular focus on classical Athens, the birthplace of democracy. Topics include the concept of justice, the development of democratic institutions, the role of leaders, mass political participation, citizenship and civic status, and attitudes towards politics and justice as reflected in drama and philosophy. Special attention is paid to the rule of law and the role of the courts, with close studies of prosecution and defense speeches from Athenian trials.
Distribution Requirements: CL, IP.

HIST 255 - African-American History to 1865
(also listed as BLKST 255)
Credits: 4
A survey of the history of African-Americans from the earliest appearance of Africans in colonial North America to the end of the Civil War. Students explore slavery, slave society and economy, slave culture, African Americans and politics, and the abolition of slavery.
Distribution Requirements: HE, PD.

HIST 257 - African-American History since 1865
(also listed as BLKST 257)
Credits: 4
A survey of African-American history from the end of the Civil War to the present. Students explore topics such as Reconstruction, the rise and fall of Jim Crow, the Great Migration, the Harlem Renaissance, the Civil Rights Movement, Black Power, and Hip Hop. The lives of major figures in America's racial history are also examined.
Distribution Requirements: HE, PD.

HIST 260 - History of American Christianities
(Also listed as RELST 260)
Credits: 4
This course will provide a A thematic and chronological framework for understanding the complexity and diversity of Christianites in American life. Unquestionably, Christianity has greatly influenced our nation's past and present. However, its influence has not been singular but diverse in execution and impact. Exploring this diversity will show there is no one way to be Christian. Therefore, this course will analyze the relationship between American history and various forms of American Christianity, explore the major issues and topics that define its diversity of expressions, and investigate its role in American society, politics, and culture.
Distribution Requirements: HE, PD

HIST 261 - A Survey of American Women's History
Credits: 4
A survey of the social, political, and economic role of women in American history from the colonial period to the present. Among the issues discussed are family as a force in American history, the impact of feminism on the major institutions of American life, the working lives of women, women's sexuality, the role of race and ethnicity in shaping women's lives, and the emergence of women on the political stage.
Distribution Requirements: PD, SB.

HIST 269 - The Sixties in America
Credits: 4
An examination of the significance and the impact of one of the most dramatic decades in American history. Particular attention is devoted to an elucidation of various "myths of the sixties" and to the role of the mass media in generating these myths.
Distribution Requirements: CL, HE.
Open to first-year students and sophomores only.

HIST 270 - Reagan's America
Credits: 4
A survey of the middle decades of the 20th-century United States as seen through the life and career of Ronald Reagan. Students trace Reagan's experiences as an actor, governor, and eventual president while exploring Hollywood and anti-Communism, state reactions to student protests, and impacts of conservative policies. Particular attention is paid to public perceptions of Reagan and his policies.
Distribution Requirements: CL, HE.

HIST 272 - Socialism and Post-Socialism in People's Republic of China
Credits: 4
An historical examination of the ideology, state policies, and social transformation in China's socialist construction and market reform from 1949 to the present. We study the Chinese socialist state's consolidation of control over all aspects of social life in the 1950s; its transformation of commerce, agriculture, and Chinese society through various campaigns; its industrialization and search for an alternative modernization path through the Great Leap Forward of 1958; and China's marketization and the rise of civil society since the 1980s. Students analyze the PRC's social control and governance, Maoist legacies, erosion of socialist ideals, and globalization's impact on Chinese society.
Distribution Requirements: HE, IP.

HIST 273 - Piracy in the Americas, 1500-1830
Credits: 4
A study of piracy in the Americas from 1500 to 1830 that traces the evolution of maritime piracy and examines the experience of both predators and prey. Discussion of pirate ethics, daily life, and criminal activity is followed by an assessment of piracy's political and economic impact on Europe and its American colonies. Analysis of piracy in popular culture and imagination completes the semester.
Distribution Requirements: HE, SB.

HIST 277 - An American History of the Body
Credits: 4
A survey of the history of American healthcare and ideas about the body from colonial American times through the twentieth century. Students explore healthcare practices, societal understandings of the human body, consent and relationships between care givers and care providers, and the influence of sex, gender, race, age, and morality on healthcare practices.
Distribution Requirements: HE, PD.

HIST 310 - Europe at the Turn of the Century, 1880-1917
Credits: 4
A consideration of the cultural, social, and political questions associated with the rise of modern life and the weakening of traditional forms of thought and association. Topics considered include the concepts of individualism and society, the ideology of progress, the cultural dimensions of science and technology, the place of the city and urban culture in European civilization, the politics of class, race, and gender, the importance of Empire for European self-identity, and the significance of World War I and the Russian Revolution as expressions of the conflict between tradition and modernity.
Prerequisite: HIST 109 or HIST 110, or permission of the instructor.
Distribution Requirements: HE.

HIST 312 - State and Society Under Communism and Fascism
Credits: 4
A comparative investigation of the totalitarian regimes of Italy, Germany, and the Soviet Union during the period 1917-1945. Emphasis is given to the role of modern states in sculpting and mobilizing society. Topics include the creation of the new man and woman, the politics of reproduction and populations, the definition of citizenship and participation, the organization of politics and the economy, and the aesthetics of power. These themes are explored through the critical study of film, art and architecture, literature, and

historical texts.
Prerequisite: HIST 109 or HIST 110 or HIST 155 or permission of the instructor.
Distribution Requirements: HE, SB.

HIST 313 - The Third Reich and the Holocaust
Credits: 4
An investigation of the origins, rise, and outcome of National Socialism. Students investigate topics such as the role of nationalism, racism, and anti-Semitism in Nazi ideology; consent and coercion in the evolution of Nazi control; everyday life in Germany before 1939; the role of the Second World War in the realization of the Holocaust; motivations of the perpetrators, collaborators and bystanders; elements of resistance; historiographical debates over the writing of the Holocaust, and the manner in which the Holocaust has been represented and memorialized.
Prerequisite: One course in European History or permission of the instructor.
Distribution Requirements: IP, SB.

HIST 320 - Writing Ancient History
Credits: 4
An examination of the methodological objectives and practices of ancient historians. Students read extensively in primary sources and analyze historiographical strategies. Among the topics considered are the different effects of discursive and analytical styles, the relation between personal memoir and history, biography as history, divergent chronological frameworks, how Greeks and Romans viewed each other, and Roman innovations on Greek traditions. Students may not earn credit for both HIST 320 and HIST 550.
Prerequisite: HIST 101 or HIST 103 or permission of the instructor.
Distribution Requirements: HE, IP.

HIST 321 - Orality and Literacy in Ancient Greece
Credits: 4
An examination of speech and writing as media of communication in ancient Greece, from the time of Homer into the fourth century BC. The course focuses on the development of writing in the Greek world and the effect of this development on Greek culture and society. Among the topics studied are the oral performance of poetry, the function of writing in the Athenian democracy, and the importance of rhetoric for the intellectual life of the classical period. Students may not earn credit for both HIST 321 and HIST 551.
Prerequisite: HIST 101 or HIST 103.
Distribution Requirements: HE, IP.

HIST 324 - Life in Colonial America
Credits: 4
An exploration of the development of Anglo-American society and culture in North America. The transfer of English ideas and institutions to the new world, the conflicts between native, white, and African cultures, the development of distinctive social, economic, and political differences in the colonies, and the emergence of an American identity are studied.
Prerequisite: HIST 162 or permission of the instructor.
Distribution Requirements: HE, PD.

HIST 326 - The American Revolutionary Era
Credits: 4
An analysis of the evolution of the United States from the French and Indian War to the Constitutional Era. The course is topical in organization. Students explore the society, economy, politics and religion of the Revolutionary Era. Special attention will be paid to the Revolutionary War itself, and the impact of that war on the daily lives of both women and men. The experience of native Americans and slaves in the Revolutionary Era is also studied.
Prerequisite: HIST 162 or permission of the instructor.
Distribution Requirements: HE, SB.

HIST 339 - Problems in the History of American Women
Credits: 4
A thematic study of major issues in the history of American women. Topics may include: the experiences of women in the settlement process; the effects of war and revolution on women's lives; the impact of the women's rights and feminist movements on American women and men; how race, ethnicity, and class have shaped women's lives; the history of sexuality; the changing nature of women's roles within the family; and women and work in American history.
Prerequisite: HIST 261 or permission of the instructor.
Distribution Requirements: PD, SB.

HIST 341 - American Environmental History
Credits: 4
A survey of the interaction between humans and the natural world in the United States since colonial times. Students are introduced to major themes, events, scholars, and methodologies in American environmental history. Topics, arranged chronologically and thematically, include the conquest and settlement of the future United States, industrialization, the U.S. conservation and environmental movements, and the place of nature and environmentalism in post World War II American Culture.
Prerequisite: HIST 162 or HIST 163, or permission of the instructor.
Distribution Requirements: CL, HE.

HIST 345 - Skyscrapers, Slums, and Sprawl
Credits: 4
An examination of the history of urban and suburban development in the United States from the colonial era to the present, with emphasis on the twentieth century. Among the issues discussed are urban policy, environmental impacts, and the relationship between the built environment and social divisions such as race, class, and gender.
Prerequisite: One course in U.S. history.
Distribution Requirements: CL, SB.

HIST 347 - Tax and Spend
Credits: 4
An examination of debates over taxation, welfare, and government subsidies in the United States from the 1930s to the present. Our study takes a broad view of government support, including that provided to the general public, families, and businesses. Among the issues discussed are the rationale behind different forms of subsidies, shifts in political support, and changing attitudes toward taxation.

Prerequisite: One course in U.S. history.
Distribution Requirements: CL, PD.

HIST 350 - Mao's Cultural Revolution
Credits: 4
This seminar is a critical study of the Cultural Revolution (1966-1976) as a sociopolitical movement, historical trauma and collective memory. Students understand the Cultural Revolution in the context of modern Chinese history and analyze the origin, process, and legacies of the CR. Subjects considered include the thought and concern of Mao Zedong, the rise of the cult of personality, student violence, revolutionary art, as well as the social policies during the CR. Students may not earn credit for both this course and HIST 573.
Prerequisite: HIST 167.
Distribution Requirements: HE, IP.

HIST 353 - Women and Revolution in China
Credits: 4
A study of Chinese women's emancipation from 1898 to 1989 as a historical process. Students examine the experiences of Chinese women, including their place within the patriarchal system, the rise of an emancipation movement, and their role as agents of change. Among the topics covered are the relationship between women's liberation and Chinese nationalism, family and marriage, the challenges for women under socialism and globalization, and feminist literature and film.
Prerequisite: One course in Chinese History.
Distribution Requirements: HE, IP.

HIST 355 - Modern Chinese Warfare
Credits: 4
An historical examination of modern Chinese warfare from the 1890s to the 1980s. With the two Sino-Japanese Wars (1894 and 1937-1945), the Chinese Civil War (1947-1949), and China's involvement in the Korean and Vietnam Wars as case studies, we consider Chinese military strategy from multiple perspectives. Students investigate ancient Chinese military strategy and its modern application, the modernization and politicization of the Chinese army in the 20th century, the relationship between the army and the political parties, guerrilla warfare, logistics, and the impact of war on Chinese society and domestic politics.
Prerequisite: One course in Chinese History.
Distribution Requirements: HE, IP.

HIST 358 - Migrants & Refugees in the 20th Century
Credits: 4
An examination of the role of planned and unplanned migrations in the social and cultural transformations of the twentieth-century. Students investigate the economic, political, social, and cultural sources and byproducts of migration and flight from the late nineteenth-century through today. Students probe such themes as: theories of migration; contrasting pre- and post-1945 migrations; development of the United Nations displaced persons and refugee policies; refugees during the Cold War; and refugees in the contemporary world. Students will consider various conceptions of globalization as well as the prospects of and impediments to the growth of multi-ethnic societies.

Prerequisite: One history course.
Distribution Requirements: IP, SB.

HIST 360 - Middle East Nationalisms
Credits: 4
An investigation of race, ethnicity, and identity politics in the late Ottoman Empire and the early Turkish Republic. Students investigate topics such as the political reforms and changing communal dynamics of the late Ottoman Empire; competing notions of nationalism among Turkish, Armenian, Kurdish, and Greek political and cultural organizations; the context of the First World War in regards to changes within the Ottoman Empire; and historiographical debates over defining the events of the past and the politicization of past atrocities.
Prerequisite: One course on the Middle East, or permission of the instructor.
Distribution Requirements: IP, SB.

HIST 365 - Conquest! Latin America 1492-1600
Credits: 4
An analysis of the physical conquest of Latin America and an examination of the ensuing blend of Spanish and Indigenous cultures. Topics considered include Spain's assault on the Aztec, Inca, and Maya, Catholic efforts to convert Indigenous peoples, the rise of the Mestizo population, the role of women in the early colonial world, the effect of disease on the Native population, and creation of a "civil society" governed by Spanish crown.
Prerequisite: One course in Latin American history, or permission of the instructor.
Distribution Requirements: IP, PD.

HIST 366 - Dictators and Development in Latin America
Credits: 4
An examination of twentieth-century Latin American dictatorships and the developmental ramifications of authoritarian rule. Subjects considered include dictators and the cult of personality, the search for economic development, leftist political struggles, the position of indigenous groups within Latin America, continuing violence and social problems, the Cold War and U.S. involvement in Latin America, and present-day efforts to come to grips with a totalitarian past or present. Countries addressed may include Argentina, Brazil, Chile, Colombia, Cuba, Guatemala, Nicaragua, and/or Peru.
Prerequisite: One course in Latin American history, or permission of the instructor.
Distribution Requirements: IP, PD.

HIST 380 - Disease and Medicine in Modern History
Credits: 4
An investigation of responses to disease in different historical periods, with an emphasis on Europe and the United States in the 19th and 20th centuries. The social and cultural influences on medicine and public health are a recurring theme. Among the topics explored are the definition of health and illness, epidemic and endemic diseases, the rise of professional and scientific medicine, therapeutics and theories of disease causation, public health and the individual, and the significance of class, gender, and race as factors shaping the experience of disease.
Prerequisite: One course in US or European history, or permission of the instructor.
Distribution Requirements: HE, PD.

HIST 506 - Internship with the Archivist, Pelletier Library
Credits: 1-4
Liaison: History Chair and College Archivist
The design and execution of interviews as part of an ongoing oral history project of Allegheny College under the supervision of the College Archivist. The intern's responsibilities may include transcribing interviews and handwritten material in the collection, inventorying and describing collection materials, and conducting research for administrative histories and for exhibit preparation. Interns may design and install exhibits of College history within the library and elsewhere on campus. May be repeated for credit.
Prerequisite: Permission of History Department Chair and the College Archivist.
Distribution Requirements: none.

HIST 529 - Internship: History
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

HIST 550 - Writing Ancient History
Credits: 4
An examination of the methodological objectives and practices of ancient historians. Students read extensively in primary sources and analyze historiographical strategies. Among the topics considered are the different effects of discursive and analytical styles, the relation between personal memoir and history, biography as history, divergent chronological frameworks, how Greeks and Romans viewed each other, and Roman innovations on Greek traditions. Students may not earn credit for both HIST 320 and HIST 550.
Prerequisite: HIST 101 or HIST 103.
Distribution Requirements: None.

HIST 551 - Orality and Literacy in Ancient Greece
Credits: 4
An examination of speech and writing as media of communication in ancient Greece, from the time of Homer into the fourth century BC. The course focuses on the development of writing in the Greek world and the effect of this development on Greek culture and society. Among the topics studied are the oral performance of poetry, the function of writing in the Athenian democracy, and the importance of rhetoric for the intellectual life of the classical period. Students may not earn credit for both HIST 321 and HIST 551.
Prerequisite: HIST 101 or HIST 103, and permission of instructor.
Distribution Requirements: none.

HIST 558 - Revolutionary Russia, 1900-1921
Credits: 4
A critical study of the major historical interpretations and problems regarding the fall of the Russian autocracy and the rise of the Soviet Union, the world's first communist regime. Analysis focuses on

scholarly works, primary sources, memoir accounts, art, literature and film to understand how the Russian Revolution has been portrayed variously in historical memory. Among the major themes explored are the role of personality, accident, and political parties, the influence of ideology on individual and government action, social polarization and the possibility of evolutionary change in Russia, and the creation of historical myth under the Bolsheviks.
Prerequisite: One of HIST 153, HIST 155, or HIST 312; permission of instructor.
Distribution Requirements: none.

HIST 560 - Witchcraft in Colonial America
Credits: 4
This seminar investigates the social, political, economic, religious, and literary interpretations of the Salem Village witchcraft trials of 17th century Massachusetts Bay Colony. The culture of Puritanism is explored. Students are required to formulate their own interpretation of the events studied.
Prerequisite: HIST 324 and permission of instructor.
Distribution Requirements: none.

HIST 563 - The Atlantic World
Credits: 4
A chronological and thematic study of the major issues in the development of the Atlantic world beginning with the voyages of Christopher Columbus and ending with the emancipation of the last African slaves in 19th-century Brazil. Students examine the development of trade, commerce, and the cultural and social exchange between Europe, Africa, and the Americas. Issues discussed include colonialism, mercantilism, the Columbian Exchange, the development of Indian and African slavery, the process of emancipation, and the role of the New World environment in shaping the development of the various cultures in the Americas.
Prerequisite: One of HIST 162, HIST 163, or HIST 255; permission of instructor.
Distribution Requirements: none.

HIST 571 - The Civil Rights Movement
Credits: 4
An exploration of African American freedom movements in the United States in the post-1945 era. Through a focus on the efforts of African Americans and their allies to overcome persistent white supremacy and achieve racial justice in the United States, students explore the legal, historical, economic, and social origins of the civil rights movement, as well as its impact on American culture, politics, and international relations.
Prerequisite: One of HIST 162, HIST 163, or HIST 257; permission of instructor.
Distribution Requirements: none.

HIST 572 - Police and the People
Credits: 4
An examination of the relationship between police and the American public during the twentieth century. Students explore issues including the evolution of policing tactics, concerns about public safety, fractious relationships between police and communities, and public efforts to reform police procedures. Students consider historians' accounts of police-community relations alongside primary sources and representations in popular culture.

Prerequisite: HIST 162, HIST 163, or HIST 257; and permission of the instructor
Distribution Requirements: None.

HIST 573 - Mao's Cultural Revolution
Credits: 4
A critical study of the Chinese Cultural Revolution (1966-1976) as sociopolitical movement, collective memory, and historical trauma. The course provides an historical perspective to analyze the origin, process, and aftermath of the Cultural Revolution as both the continuation and the culmination of modern Chinese political crisis. Subjects considered include the rise of the cult of personality, anti-traditionalism, anti-intellectualism, xenophobia, student activism, changing gender identity, and state-sanctioned political violence.
Prerequisite: HIST 167 and permission of instructor.
Distribution Requirements: none.

HIST 577 - Inventing Mexico: Nationalism and National Identity in a Global Context
Credits: 4
An investigation of the cultural and intellectual consequences of the Mexican Revolution. Arguments over the rights and responsibilities of citizens, proper and improper ways to represent Mexicans in art and mass media, patriotism, public education and-above all-the definition of "Mexican," have dominated political discourse and shaped daily life for Mexicans since 1920. This seminar examines some of the books, films, paintings and other artifacts that have played a part in such arguments, and studies historians' interpretations of the questions of national identity and nationalism in the 20th century.
Prerequisite: One course in Latin American history, and permission of instructor.
Distribution Requirements: none.

HIST 587 - Crossing Borders: Transnational History in the Modern World
Credits: 4
A study of social, political, economic, and cultural interactions between nation-states in the post-1800 world. Students critically analyze how the modern world system developed and question its seeming endurance and continued utility in the face of increasing global connections. Students develop their own interpretations of changing societal organization based upon developing globalization practices since 1800. Possible topics could include the role of migration in altering and nuancing relationships between geographical regions such as the Middle East and Europe or East Asia and Africa.
Prerequisite: one non-US history course and permission of the instructor.
Distribution Requirements: None.

HIST 600 - Senior Project I
Credits: 2
A mandatory preparatory seminar for HIST 610. Students write a project proposal, develop an extensive bibliography, create a project outline, and present their research. The fundamentals of historical research and writing are also reviewed.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

HIST 610 - Senior Project II
Credits: 4
A continuation of HIST 600. The student completes the research and writing and gives an oral defense of the Senior Project.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Informatics

INFM 529 - Internship: Integrative Informatics
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

INFM 600 - Senior Project I
Credits: 4
Independent research in informatics culminating in the development of a prototype or early draft of a computational artifact. Students are invited to use their own departmentally approved laptops in this course; a limited number of laptops are available for use during class and lab sessions,
Must be taken on the letter-grade basis.
Prerequisite: CMPSC 580 or other approved junior seminar and permission of the instructor.
Distribution Requirements: None.

INFM 610 - Senior Project II
Credits: 4
Continuation of independent research in informatics culminating in the development of and realse of a computational artifact. Students are invited to use their own departmentally approved laptop in this course; a limited number of laptops are available for use during class and lab sessions.
Prerequisite: INFM 600 and permission of instructor.
Distribution Requirements: None.

Interdisciplinary

This section contains the descriptions of interdisciplinary courses not listed elsewhere in the Bulletin under specific programs. These are non-departmental, non-divisional courses.

INTDS 200 - Exploring Difference: A Multidisciplinary Inquiry
Credits: 4
An exploration of the question of difference: from biology to psychology, sociology, economics, religion, ecology, and political science. Fundamental to the inquiry is an investigation of what actually constitutes "difference" among various populations. Students critically interrogate the accepted normative categories

of "normalization" in order to determine what social fictions function as regimes of truth on the one hand and create marginalization on the other. Our main focus is on exploring the possibility of creating a just society with difference as part of the context of community.
Distribution Requirements: IP, PD.

INTDS 240 - The Human Voice: An Interdisciplinary Study
Credits: 4
An investigation of the human voice through a broad range of disciplinary perspectives. Students consider the various manners in which voice use and the vocal apparatus are studied and understood by experts in anatomy, physiology, sociology, anthropology, acoustics, phonetics, psychology, history, marketing, education, and performing arts. Broad themes encourage students to integrate theoretical, experiential, and empirical viewpoints. Student observations of voice use, laboratory exercises in speech analysis, and creative final projects rely on firsthand consideration of the voice as a principal channel of human communication and expression.
Distribution Requirements: QR, SP.

INTDS 250 - Animals, Culture & Society
Credits: 4
An introduction to animal studies, the interdisciplinary field that explores the significance of nonhuman animals to human culture and society. Students integrate scientific knowledge and humanistic values to analyze recent controversies arising from human-animal relationships, paying special attention to the cultural, ethical, and political frameworks that inform attitudes towards nonhuman animals.
Distribution Requirements: CL, SP.

INTDS 312 - Neuroscience of Dance and Movement
Credits: 4
An interdisciplinary exploration of the various processes engaged during the experience and appreciation of dance practice and performance. This investigation focuses on neural processes underlying the psychosocial, kinesthetic, and expressive dimensions of dance. Neural processing theories are explored in both neuroscience laboratories and dance studios using electrophysiological and digital imagery analysis. Dances are experienced and created with neural processing theories in mind.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, SP.

INTDS 529 - Internship: Interdisciplinary
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

International Studies

INTST 110 - Introduction to International Studies
Credits: 4
Introduction to concepts and frameworks used in the analysis of international phenomena. Specific topics may include: historical interpretation, geography and demographics, anthropology and intercultural relations, political systems, and economics and international development. The course aims to increase the ability of students to integrate disciplinary subject matter. The cross-cultural perspective of the course provides students with the necessary foundation to specialize in a regional focus within the International Studies Program.
Distribution Requirements: IP, SB.

INTST 529 - Internship: International Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

INTST 600 - Senior Project I
Credits: 2
Preparation of a senior project proposal: a thesis statement; a description of the project with special attention to the balance of the economic, historical, and political science aspects; and bibliography including foreign language sources.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

INTST 610 - Senior Project II
Credits: 4
Completion of the senior project, foreign language abstract, and oral defense.
Must be taken on the letter-grade basis.
Prerequisite: INTST 600 and permission of instructor.
Distribution Requirements: none.

Jewish Studies

JWST 529 - Internship
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.

Prerequisite: Permission of instructor.
Distribution Requirements: none.

Journalism and Documentary Storytelling

JOURN 100 - News Writing
Credits: 4
A beginning level journalism class, with emphasis on the writing and gathering of news in an objective manner. Work often simulates the intense life of the news reporter - writing under short deadlines with extensive research requirements. The course also stresses fundamental writing skills, such as developing concise language and learning to copy-edit and re-write.
Distribution Requirements: CL, ME.

JOURN 300 - Multimedia Journalism
Credits: 4
A study of the process of creating multimedia and news storytelling on the Web. Students develop knowledge of convergent journalism and the integration of video, audio, text, visuals, and interactive digital content with traditional journalistic storytelling norms. We also address social responsibility and ethical frameworks in new technology by integrating them in practice. Please note that this is not a class in Web design.
Prerequisite: JOURN 100 or permission of the instructor.
Distribution Requirements: CL, ME.

JOURN 310 - Long-form Journalism
Credits: 4
The exploration of one or more genres of long-form print journalism from pitch to publication. This advanced level course leads students through the stages of developing long-form feature stories. Students gain experience conceiving topics worthy of research and capable of engaging audiences, developing narratives that consider diverse voices, and structuring stories that reflect an understanding of current journalistic practices.
Prerequisite: JOURN 100 or permission of instructor.
Distribution Requirements: CL, ME.

JOURN 501 - Internship with The Campus I
Credits: 2
An internship with The Campus, Allegheny's student newspaper, designed to provide experience working for a deadline-oriented, weekly publication for an audience of students, administration, faculty, and staff. Students can work in reporting, special projects, editing, photojournalism, production, or any combination thereof.
Prerequisite: JOURN 100 and permission of instructor.
Distribution Requirements: none.

JOURN 502 - Internship with The Campus II
Credits: 2

An advanced internship with The Campus, Allegheny's student newspaper, designed to provide experience working for a deadline-oriented, weekly publication for an audience of students, administration, faculty, and staff. Students can work in reporting, special projects, editing, photojournalism, production, or any combination thereof.
Prerequisite: JOURN 100, JOURN 501 and permission of instructor.
Distribution Requirements: none.

JOURN 529 - Internship: Journalism
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Latin

LATIN 110 - Beginning Latin I
Credits: 4
An introduction to the morphology, grammar and syntax of the Latin language.
Distribution Requirements: ME.

LATIN 120 - Beginning Latin II
Credits: 4
A continuation of LATIN 110 with emphasis on syntax and advanced points of grammar. Reading in Latin prose.
Prerequisite: LATIN 110.
Distribution Requirements: HE, ME.

LATIN 215 - Intermediate Latin
Credits: 4
Designed to consolidate students' knowledge of grammar and to develop Latin reading skills. The course includes a comprehensive review of grammar and short readings of ancient prose and poetry of increasing length and complexity.
Prerequisite: LATIN 120 or appropriate score on placement exam.
Distribution Requirements: HE, ME.

LATIN 315 - Advanced Latin
Credits: 4
Specialized study of specific works of Latin literature. Students read extensive selections of ancient literature in the original with the goal of increasing reading speed and comprehension. Special emphasis is placed on stylistic analysis and literary context. The specific texts change each year, and the course may be repeated. Authors studied may include: Caesar, Cicero, Livy, Lucretius, Ovid, Plautus, Tacitus, or Virgil.

May be repeated for credit.
Prerequisite: LATIN 215 or appropriate score on placement exam.
Distribution Requirements: HE, ME.

LATIN 529 - Internship: Latin
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

LATIN 590 - Independent Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Latin American and Caribbean Studies

LATCR 529 - Internship: Latin American & Caribbean Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Liberal Studies

LS 101 - What to Expect from College
Credits: 1
An exploration of what it means to study at a Liberal Arts College. Students think about how to plot an academic course that satisfies their wide-ranging curiosity and develops the skills they will need in order to become a professional. By sampling from a wide array of offerings, they develop a sense of what is possible. The focus here is on the general questions and methods that drive each discipline, on the general sense of wonder that comes from intelligent engagement with the world, and on the formation of habits of mind that lead to success at the collegiate level.
May be repeated for credit.
Distribution Requirements: none.
This class is intended for high school students who have not matriculated at a college or university.

LS 102 - An Introduction to College-Level Research in a Liberal Arts Setting
Credits: 2

An introduction to the basics of academic research in a discipline. The internet age has made the ability to sift through and make sense of overwhelming amounts of information not just valuable, but essential. But, how does one evaluate and use information for effective research? Students in this course learn how to apply critical thinking to turn general curiosity about a topic into knowledge, grounded in research and supported by evidence. Students will learn to ask the right kinds of questions, find credible sources, determine an author's argument and effectively communicate a research topic.
May be repeated for credit.
Distribution Requirements: None.
This class is intended for high school students who have not matriculated at a college or university.
Synchronous online course (remote only).

LS 110 - Committing to Excellence: The Study of Studying
Credits: 2
An introductory study of the competencies critical to academic success. Students will explore effective study techniques and classroom strategies such as exam and note taking and reading, listening, and thinking skills. Optimal organizational and time management techniques will be investigated with the goal of implementing those most personally effective for self-regulated learning. This will be taught as a seven-week course.
Must be taken Credit/No Credit.
Distribution Requirements: None.

LS 120 - Advising@Allegheny I
Credits: 1
A learning experience to get the most out of an Allegheny College education. Students will learn how to navigate College as a system, articulate their reasons for attending College and how that informs their path forward, and to build relationships across campus that will benefit them. Students will also explore the habits critical to academic, professional, and personal success, including time management and the importance of personal responsibility in learning. This course is designed for students in their first semester at Allegheny College.
Must be taken Credit/No Credit.

LS 121 - Advsing@Allegheny II
Credits: 1
A learning experience to continue working on getting the most out of an Allegheny College education. Students will think about the intersection of the professional and the academic and to organize their goals into a coherent plan for success. Students will also explore ways to critically assess their academic strengths and weaknesses and to learn from their experiences. Students will continue to explore the habits critical to academic, professional, and personal success. This course is designed for students in their second semester at Allegheny College.
Must be taken Credit/No Credit.

LS 220 - Introduction to Medicine
Credits: 2
A study of the preparation for a medical career and the characteristics required of a health care provider. Students read from various texts about the challenges presented by a medical career. Students explore

aspects of medicine through the lens of the competencies currently used to evaluate medical school candidates. Topics include health disparities, the social determinants of health, and current issues in health care. This will be taught as a seven-week course.
Must be taken Credit/No Credit.
Distribution Requirements: None.

LS 226 - Peer Mentoring and Leadership
Credits: 2
A review of peer mentoring and student leadership. Students will gain an understanding of how their own development and experiences influence their relationships with mentees by acquiring practical knowledge of interpersonal communication and academic success. Mentors will develop skills to prepare them to encourage their mentees to develop the skills and attitudes demonstrated by independent, successful, and self-regulated learners. Coursework will provide mentors with background and practice in the areas of advising, retention, effective communication, diversity and inclusion, and self-discovery.
This will be taught as a seven week course.
May be repeated for credit.
Must be taken Credit/No Credit.
Prerequisite: Permission of the instructor.
Distribution Requirements: None.

LS 235 - Tutoring Across Disciplines
Credits: 2
An exploration of the practical and theoretical concepts of tutoring. Through reading, practice and reflective writing, current and potential subject tutors and writing/speaking consultants will develop the knowledge and skills to effectively assist learners.
This course may be taught as a full semester course or as a 7 week course.
Must be taken Credit/No Credit
Distribution Requirements: None.

Mathematics

FSMAT 201 - Communication in a Discipline: Mathematics
Credits: 4
An introduction to writing and speaking in the discipline of Mathematics.
Must be taken on the letter-grade basis.
Prerequisite: A grade of C or better in one of the following courses: MATH 141, MATH 151, MATH 160.
Distribution Requirements: none.
The topical material covered in this sophomore seminar varies from section to section and year to year. The seminar highlights how the software package LaTeX can aid effective written and oral communication in Mathematics. FSMAT 201 counts as an elective toward the major or minor in Mathematics.

MATH 135 - Elementary School Mathematics
Credits: 4
An examination from a college perspective of mathematical topics related to the elementary school curriculum with an emphasis on development of problem-solving strategies. Mathematical concepts, their history, and their connections to the real world are studied.
Prerequisite: Permission of instructor.
Distribution Requirements: none.
The course is intended for students who are seeking certification for elementary school teaching.

MATH 140 - Calculus I with Precalculus, Part 1
Credits: 4
An introduction to the differential and integral calculus of algebraic functions, the natural logarithmic function, and the natural exponential function, including limits, derivatives and their applications, integrals, and the Fundamental Theorem of Calculus. Review of topics from precalculus is integrated throughout the calculus material.
Distribution Requirements: QR.
This course is not intended for students who have completed MATH 151 with a grade of C or better.

MATH 141 - Calculus I with Precalculus, Part 2
Credits: 4
A continuation of the study of differential and integral calculus of algebraic functions, together with the differential and integral calculus of general logarithmic functions, general exponential functions, and trigonometric functions. Review of topics from precalculus and trigonometry is integrated throughout the calculus material.
Prerequisite: Completion of MATH 140 with a grade of C or better.
Distribution Requirements: QR.
This course is not intended for students who have completed MATH 151 with a grade of C or better.

MATH 151 - Calculus I
Credits: 4
A study of differential and integral calculus of algebraic, trigonometric, logarithmic, and exponential functions of one real variable, including limits, derivatives and their applications, integrals, and the Fundamental Theorem of Calculus.
Prerequisite: Appropriate score on the Mathematics Placement Examination, or Math 159 with a grade of C or better, or approved transfer credit.
Distribution Requirements: QR.
This course is not intended for students who have completed MATH 141 with a grade of C or better.

MATH 152 - Calculus II
Credits: 4
A study of the applications and techniques of integration of algebraic, trigonometric, logarithmic, and exponential functions of one real variable; two- and three-dimensional vectors; and differential calculus of functions of several variables.
Prerequisite: A grade of C or better in one of the following courses: MATH 141, MATH 151, MATH 160.

Distribution Requirements: QR.
May not be taken for credit if credit for MATH 210 has already been received.

MATH 205 - Foundations of Mathematics
Credits: 4
An introduction to concepts encountered in the study of abstract mathematics. Topics covered include logic, mathematical proofs, set theory, relations, functions, mathematical induction, and introductory number theory. The concepts of injectivity, surjectivity, and inverses are discussed as well as elementary computational tools such as the Division Algorithm and Euclid's algorithm for the greatest common divisor. Additional topics may include cardinality, combinatorics, graph theory, algebraic structure, the real number system, and concepts of mathematical analysis.
Prerequisite: MATH 152 or MATH 160, with a grade of C or better.
Distribution Requirements: ME, SP.
It is recommended that Mathematics majors complete this course before the end of the sophomore year. This course may substitute for the combination of CMPSC 480 and CMPSC 481 in the computer science major.

MATH 211 - Vector Calculus and Several Variable Integration
Credits: 4
A study of integration of functions of several variables, including the use of polar, cylindrical, and spherical coordinate systems; and vector calculus, including vector fields, line and surface integrals, and the theorems of Green and Stokes.
Prerequisite: MATH 152 with a grade of C or better.
Distribution Requirements: QR.
May not be taken for credit if a grade of C or better in MATH 210 has already been received.

MATH 220 - The History of Mathematics
Credits: 4
A survey of the progress of mathematics from ancient to modern times. Attention is given to the philosophy of mathematics and to the bearing of mathematics on other branches of knowledge.
Prerequisite: MATH 152 or MATH 210, with a grade of C or better.
Distribution Requirements: HE.

MATH 270 - Optimization and Approximation
Credits: 4
A study of optimization of functions of one variable and of several variables, including the Extreme Value Theorem and Lagrange multipliers; sequences and series; and Taylor approximation of functions.
Prerequisite: MATH 152 with a grade of C or better.
Distribution Requirements: QR.
May not be taken for credit if a grade of C or better in MATH 170 has already been received.

MATH 280 - Ordinary Differential Equations
Credits: 4
An examination of methods of solving ordinary differential equations with emphasis on the existence and uniqueness of solutions of first order equations and second order linear equations. Topics may include

Laplace transforms, systems of linear differential equations, power series solutions, successive approximations, linear differential equations, and oscillation theory with applications to chemistry and physics.
Prerequisite: MATH 152 or MATH 210 with a grade of C or better.
Distribution Requirements: SP.

MATH 315 - Introduction to Mathematical Logic
Credits: 4
An introduction to symbolic logic as a mathematical model of deductive thought. Topics covered include propositional logic, models, formal proofs, and the Completeness, Compactness, and Incompleteness Theorems. Additional topics from Computability theory or set theory may be included.
Prerequisite: MATH 205 with a grade of C or better.
Distribution Requirements: SP.

MATH 320 - Linear Algebra
Credits: 4
A study of vector spaces, linear transformations, matrices, determinants, systems of linear equations, similarity, and characteristic values and vectors.
Prerequisite: A grade of C or better in one of the following courses: MATH 205, MATH 210, MATH 211, MATH 270, MATH 280.
Distribution Requirements: SP.
This course is one of the possible mathematics courses that may be substituted for one of the required 300-level CMPSC courses in the Computer Science major.

MATH 325 - Algebraic Structures I
Credits: 4
An introduction to the notion of an algebraic structure concentrating on the simplest such structure, that of a group. Rings and fields are also discussed.
Prerequisite: MATH 205 and MATH 320, each with a grade of C or better.
Distribution Requirements: SP.

MATH 330 - Number Theory
Credits: 4
A study of divisibility properties of integers, linear diophantine equations, the theory of congruencies, the Euler-Fermat Theorem, perfect numbers, elementary results on the distribution of prime numbers, quadratic residues and some non-linear Diophantine problems.
Prerequisite: MATH 205 with a grade of C or better.
Distribution Requirements: SP.
This is one of the possible mathematics courses that may be substituted for one of the required 300-level CMPSC courses in the Computer Science major.

MATH 340 - Introduction to Analysis
Credits: 4
An examination of the theory of calculus of a single variable. Topics include properties of the real numbers, topology of the real line, and a rigorous treatment of sequences, functions, limits, continuity,

differentiation and integration.
Prerequisite: MATH 205 with a grade of C or better, and a grade of C or better in one of the following courses: MATH 210, MATH 211, MATH 270, MATH 280.
Distribution Requirements: SP.

MATH 341 - Functions of a Complex Variable
Credits: 4
A study of differentiation and integration with complex variables, conformal representation, and the calculus of residues, with applications to geometry and physics.
Prerequisite: MATH 205 with a grade of C or better, and a grade of C or better in MATH 210 or MATH 211.
Distribution Requirements: SP.

MATH 345 - Probability and Statistical Inference I
Credits: 4
A study of mathematical models, sample space probabilities, random variables, expectation, empirical and theoretical frequency distributions, moment generating functions, sampling theory, correlation and regression.
Prerequisite: MATH 152 or MATH 210 with a grade of C or better.
Distribution Requirements: SP.
This is one of the possible mathematics courses that may be substituted for one of the required 300-level CMPSC courses in the Computer Science major.

MATH 346 - Probability and Statistical Inference II
Credits: 4
A continuation of MATH 345 treating the testing of hypotheses and goodness of fit, small sample techniques, statistical design, non-parametric methods and sequential analysis.
Prerequisite: MATH 210 or MATH 211, and MATH 345, each with a grade of C or better.
Distribution Requirements: SP.

MATH 350 - Geometry
Credits: 4
An introduction to modern geometry. Topics may be drawn from axiomatic, projective, affine or hyperbolic geometry. Related topics at the discretion of the instructor.
Prerequisite: MATH 205 with a grade of C or better.
Distribution Requirements: SP.

MATH 370 - Graph Theory and Combinatorics
Credits: 4
A study of finite graphs and combinatorics, covering enumeration of combinatorial structures, directed and undirected graphs, and recursive algorithms. Topics include trees, planarity, graph coloring, Eulerian and Hamiltonian graphs, shortest path algorithms, the pigeonhole principle, permutations and combinations of finite sets and multisets, binomial and multinomial coefficients, and the inclusion-exclusion principle.
Prerequisite: MATH 205 with a grade of C or better.

Distribution Requirements: SP.
This is one of the mathematics courses that may be substituted for one of the required 300-level CMPSC courses in the Computer Science major.

MATH 400 - Topology
Credits: 4
A study of topological spaces and continuous maps, separation axioms, compactness, metric spaces, product spaces, connectedness and fixed point theorems. Proof techniques are emphasized. The course material ties together some ideas presented in the basic Mathematics courses.
Prerequisite: MATH 340 with a grade of C or better.
Distribution Requirements: SP.

MATH 425 - Algebraic Structures II
Credits: 4
A study of rings and fields, including integral domains, polynomial rings, ideals, homomorphisms, and irreducibility of polynomials over prime fields. Other topics may include unique factorization domains, Euclidean domains, extension fields, automorphisms of fields and Galois theory, additional algebraic structures, or advanced topics in group theory.
Prerequisite: MATH 325 with a grade of C or better.
Distribution Requirements: SP.

MATH 440 - Real Analysis
Credits: 4
An extension of the material introduced in MATH 340. Topics may include sequences and series of functions, uniform convergence, power series and Taylor's theorem, the topology of Euclidean space, the foundations of the calculus of several variables, the implicit function theorem, the inverse function theorem, and the Lebesgue integral.
Prerequisite: MATH 340 with a grade of C or better.
Distribution Requirements: SP.

MATH 529 - Internship: Mathematics
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

MATH 585 - Junior Seminar
Credits: 4
Seminar discussion of selected topics in mathematics. Students read and present articles from mathematical journals and conduct preliminary research on potential senior project topics. The writing and presentation of mathematics is emphasized.
Prerequisite: MATH 205 with a grade of C or better.
Distribution Requirements: none.

MATH 590 - Independent Study
Credits: 1-4
May be repeated for credit.
P*rerequisite:* Permission of instructor.
Distribution Requirements: none.

MATH 620 - Senior Project
Credits: 4
The student completes research and writing for the Senior Project and gives an oral defense.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Middle East and North African Studies

MENA 529 - Internship: Middle East & North African Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Music

MUSIC 110 - Civic Orchestra
Credits: 1
An ensemble of strings, woodwinds, brass, and percussion open to all Allegheny students and community participants by audition. Participants develop skills of orchestral technique and interpretation in the preparation of works from the western classical tradition, folk, and popular styles. Weekly rehearsals lead to performance for public audiences.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
Audition may be required; see Music Department for details.

MUSIC 112 - Symphonic Band
Credits: 1
An ensemble of woodwinds, brass, and percussion open to all Allegheny students and community participants by audition. Students explore a variety of styles through practice and public performance.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
Audition may be required; see Music Department for details.

MUSIC 114 - Jazz Ensemble
Credits: 1
A standard big band configuration open to all Allegheny students and community members by audition. Students explore a variety of styles and composers through practice and public performance.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
Audition may be required; see Music Department for details.

MUSIC 115 - College Choir
Credits: 1
A selective mixed-voice choral ensemble open to all Allegheny students by audition. Intermediate and advanced singers prepare choral music drawn from western classical styles, folk music traditions, and an array of global influences. Singers present performances of 4- to 12-part choral music in public performances on and off campus.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
Audition may be required; see Music Department for details.

MUSIC 116 - Soprano-Alto Chorale
Credits: 1
A choral ensemble of soprano and alto voices open to all Allegheny students and community members by audition. Beginning through advanced singers prepare choral music drawn from western classical styles, folk music traditions, and an array of global influences. Singers work collaboratively to refine vocal technique, language facility, and interpretive skills to be applied in public performance.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
Audition may be required; see Music Department for details.

MUSIC 117 - Chamber Choir
Credits: 1
A highly selective mixed-voice choral ensemble chosen from members of the College Choir. Singers apply advanced vocal and musicianship skills to challenging repertoire, performing for public audiences and at special occasions as representatives of the College.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
Audition may be required; see Music Department for details.

MUSIC 119 - Tenor-Bass Chorus
Credits: 1
A choral ensemble of tenor and bass voices open to all Allegheny students and community members by audition. Beginning through advanced singers prepare choral music drawn from western classical styles,

folk music traditions, and an array of global influences. Singers work collaboratively to refine vocal technique, language facility, and interpretive skills to be applied in collaborative public performance.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
Audition may be required; see Music Department for details.

MUSIC 120 - Chamber Music
Credits: 1
An opportunity for performance in small ensembles, including but not limited to: vocal chamber music, opera scenes, musical theatre scenes, string quartet, piano trio, and brass or woodwind quintets. Students may register as a group or may be placed in a group by the instructor. Each group receives weekly faculty coaching. Receiving credit for MUSIC 120 is contingent upon successful concurrent completion of MUSIC 110, MUSIC 112, MUSIC 114, MUSIC 115, MUSIC 116, MUSIC 117 or MUSIC 119 in the same instrumental or vocal medium, unless that option is unavailable.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor. *Corequisite:* MUSIC 110, MUSIC 112, MUSIC 114, MUSIC 115, MUSIC 116, MUSIC 117, or MUSIC 119 in the same instrumental or vocal medium, unless that option is unavailable.
Distribution Requirements: HE, ME.

MUSIC 121 - Discovering Music
Credits: 4
A beginner's guide to music. Students develop basic understanding of and ability to create, appreciate, and listen to music with emphasis on melody, harmony, and rhythm. Students become active listeners by investigating instrumental and vocal sound quality as well as by responding to musical performances. Coursework focuses on the building blocks of music and how they combine to form recognizable characteristics of individual pieces, musicians, and styles. Students apply what they learn in the course by making music with elementary tools, such as a recorder, ukulele, kazoo, drums, or boomwhackers. No musical background required.
Distribution Requirements: HE, ME.

MUSIC 123 - Listen Up!
Credits: 4
Students develop skills for thoughtful and analytical listening across musical styles and genres. Representative examples from classical, popular, jazz, and world music exercise techniques for intentional listening. Students develop foundational ability to describe, discuss, and compare sounds and forms using specific terminology. Additionally, close listening promotes careful consideration of cultural and historical influences connected to the creation and consumption of music. The ability to read music notation is not required, but will be encouraged through the course.
Distribution Requirements: HE, IP.

MUSIC 150 - Applied Music: Class Piano
Credits: 1

Class instruction for beginners learning how to read music and perform foundational techniques at the keyboard.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: ME.

MUSIC 155 - Applied Music: Class Voice
Credits: 1
Class instruction for beginners learning how to read music and perform foundational singing techniques.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: ME.

MUSIC 160 - Applied Music: Class Guitar
Credits: 1
Class instruction for beginners learning how to read music and perform foundational techniques on a guitar.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: ME.

MUSIC 161 - Applied Music: Class Orchestral Strings
Credits: 1
Class instruction for beginners learning how to read music and perform foundational techniques on an orchestral string instrument.
May be repeated once for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: ME.

MUSIC 175 - Music Technology
Credits: 4
An introduction to fundamental music tools and techniques used for electronic and electroacoustic music performance, recording, sound manipulations, and sound generation. Through exercises, students explore the affordances of technology on music creation and performance. Topics include: computer music history, techniques for sound synthesis, music instrument digital interface sequencing, sonification, interactive controllers for performance, and music embodiment.
Distribution Requirements: ME.

MUSIC 188 - Fundamental Materials of Music
Credits: 4
An introduction to the basics of sounded and written music. Students learn to recognize, read and reproduce the written symbols of music, such as clefs, rhythms, and major and minor scales and keys. They also begin simple sight singing, performance of rhythmic excerpts, and acquisition of basic keyboard skills. It is recommended that students have some formal music background at the high school or college level before taking this course.

Prerequisite: Permission of instructor.
Distribution Requirements: HE, QR.

MUSIC 211 - Tonal Music Mechanics
Credits: 4
A study of tonality, the system of music practiced in Western Europe during the 18th and 19th centuries and continued in North America. Students learn the melodic, harmonic, and structural practices of the tonal style. Work includes counterpoint, part-writing, figured bass and Roman numeral analysis, and phrase breakdown. They also continue developing keyboard skills along with rhythm and sight singing abilities.
Prerequisite: MUSIC 188 or placement by diagnostic exam.
Distribution Requirements: HE, QR.

MUSIC 214 - Improvisation Workshop
Credits: 2
A workshop to develop skills in musical improvisation. Students bring their own instruments or voices to the study of scales, modes, and chord progressions to be applied in styles including, but not limited to jazz, rock, blues, and soul. Creating a melody over existing harmonic progressions is a principal focus of the course, but chordal improvisation for keyboard and guitar is also included.
May be repeated for credit.
Prerequisite: MUSIC 188
Distribution Requirements: HE, ME.

MUSIC 216 - World Music Materials & Methods
Credits: 4
A study of music systems that emerged in geographically and culturally diverse parts of the world. Students explore different approaches to creating sound through manipulation of pitch, time, and timbre. Students use a range of instruments and techniques to break down compositions and vernacular style into component parts, to create written/graphic documentation, and to recreate music components and works.
Prerequisite: MUSIC 188
Distribution Requirements: HE, IP.

MUSIC 221 - Western Art Music: Antiquity to Classical Period
Credits: 4
An extensive survey of Western music from the ancient Greeks through the Classical era. The course explores the historical sequence and the cultural contexts in which the various styles developed. Students undertake intensive audible and visual score study as well as readings from a variety of sources. Special emphasis is placed on the transitions between eras.
Prerequisite: MUSIC 123 and MUSIC 188
Distribution Requirements: HE.

MUSIC 222 - Western Art Music: Classical Period to Present
Credits: 4
An extensive survey of music across the late Classical, Romantic, and Modern eras. The course explores the historical sequence and the cultural contexts in which the various styles developed. Students undertake

intensive audible and visual score study as well as readings from a variety of sources. Special emphasis is placed on the transitions between eras.
Prerequisite: MUSIC 123 and MUSIC 188
Distribution Requirements: HE.

MUSIC 224 - History of Jazz
Credits: 4
A journey through the adaptive vitality of jazz music from its beginnings into the twenty-first century. Through readings and active listening, students examine the origins of jazz music, the development of diverse local and regional styles in its early years, and its transformations through a series of major movements such as swing, bebop, free, and smooth. Students explore aesthetic approaches and the contributions of musicians within the shifting American cultural landscape.
Prerequisite: MUSIC 123
Distribution Requirements: HE, IP.

MUSIC 226 - World Music and Culture
Credits: 4
An exploration of music formed in global cultures. Students investigate diverse approaches to music-making by considering the intersection of current and traditional social practices, performance tools and techniques, and compositional approaches. Applying knowledge of influential music-makers and musical terms from a range of regions and traditions, students draw comparisons among diverse music styles. The course enhances student ability to conduct aural identification and analysis as a way to determine the similarities and distinguishing features of diverse music practices.
Prerequisite: MUSIC 123
Distribution Requirements: HE, IP.

MUSIC 230 - Brass: Beginning to Intermediate
Credits: 1-2
Individual instruction for students at the beginning through intermediate levels; no minimum level of repertoire required. Specific instruments of study may include: Trumpet, French Horn, Trombone, Euphonium, or Tuba. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 240 - Percussion: Beginning to Intermediate
Credits: 1-2
Individual instruction for students at the beginning through intermediate levels; no minimum level of repertoire required. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.

Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 250 - Keyboard: Beginning to Intermediate
Credits: 1-2
Individual instruction for students at the beginning through intermediate levels; no minimum level of repertoire required. Specific instruments of study may include: Piano, Organ, or Harpsichord. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 255 - Voice: Beginning to Intermediate
Credits: 1-2
Individual instruction for students at the beginning through intermediate levels; no minimum level of repertoire required. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 260 - Strings: Beginning to Intermediate
Credits: 1-2
Individual instruction for students at the beginning through intermediate levels; no minimum level of repertoire required. Specific instruments of study may include: Violin, Viola, Violoncello, String Bass, or Harp. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 265 - Guitar: Beginning to Intermediate
Credits: 1-2
Individual instruction for students at the beginning through intermediate levels; no minimum level of repertoire required. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 270 - Woodwinds: Beginning to Intermediate
Credits: 1-2
Individual instruction for students at the beginning through intermediate levels; no minimum level of repertoire required. Specific instruments of study may include: Flute, Piccolo, Oboe, Clarinet, or Saxophone. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 275 - Other Instruments: Beginning to Intermediate
Credits: 1-2
Individual instruction for students at the beginning through intermediate levels; no minimum level of repertoire required. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 311 - Advanced Musical Analysis
Credits: 4
Advanced investigations into musical styles and their techniques. Students study the uses of musical elements, such as melody, harmony, rhythm, orchestration, and dynamics, in musical styles through analysis and structured composition. They also refine their capacity to read and write critically about music.
Prerequisite: MUSIC 211, MUSIC 214, or MUSIC 216
Distribution Requirements: HE.

MUSIC 321 - Advanced Music & Culture
Credits: 4
Advanced investigations into the interrelationships between cultures and their music. Students examine different approaches to music-making and evaluate the intersections of historical events, social practices, musical works, and music makers. They also refine their capacity to read and write critically about music.
Prerequisite: MUSIC 221, MUSIC 222, MUSIC 224, or MUSIC 226
Distribution Requirements: HE.

MUSIC 330 - Brass: Advanced
Credits: 1-2
Individual instruction for students at the advanced level. Specific instruments of study may include: Trumpet, French Horn, Trombone, Euphonium, or Tuba. A minimum level of repertoire difficulty is required as is attendance at weekly performance seminars. Specific details on the repertoire requirements for each instrument are on file in the Music Department office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 340 - Percussion: Advanced
Credits: 1-2
Individual instruction for students at the advanced level. A minimum level of repertoire difficulty is required as is attendance at weekly performance seminars. Specific details on the repertoire requirements for each instrument are on file in the Music Department office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 350 - Keyboard: Advanced
Credits: 1-2
Individual instruction for students at the advanced level. Specific instruments of study may include: Piano, Organ, or Harpsichord. A minimum level of repertoire difficulty is required as is attendance at weekly performance seminars. Specific details on the repertoire requirements for each instrument are on file in the Music Department office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits. May be repeated for credit.

Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 355 - Voice: Advanced
Credits: 1-2
Individual instruction for students at the advanced level. A minimum level of repertoire difficulty is required as is attendance at weekly performance seminars. Specific details on the repertoire requirements for each instrument are on file in the Music Department office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 360 - Strings: Advanced
Credits: 1-2
Individual instruction for students at the advanced level. Specific instruments of study may include: Violin, Viola, Violoncello, String Bass, or Harp. A minimum level of repertoire difficulty is required as is attendance at weekly performance seminars. Specific details on the repertoire requirements for each instrument are on file in the Music Department office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 365 - Guitar: Advanced
Credits: 1-2
Individual instruction for students at the advanced level. A minimum level of repertoire difficulty is required as is attendance at weekly performance seminars. Specific details on the repertoire requirements for each instrument are on file in the Music Department office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.

Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 370 - Woodwinds: Advanced
Credits: 1-2
Individual instruction for students at the advanced level. Specific instruments of study may include: Flute, Piccolo, Oboe, Clarinet, Bassoon, or Saxophone. A minimum level of repertoire difficulty is required as is attendance at weekly performance seminars. Specific details on the repertoire requirements for each instrument are on file in the Music Department office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 375 - Other Instruments: Advanced
C*redits:* 1-2
Individual instruction for students at the advanced level. A minimum level of repertoire difficulty is required as is attendance at weekly performance seminars. Specific details on the repertoire requirements for each instrument are on file in the Music Department office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 430 - Brass: Juried Performance
Credits: 1-2
Individual instruction for students at the advanced level. Specific instruments of study may include: Trumpet, French Horn, Trombone, Euphonium, or Tuba. During the initial enrollment at the 400-level, the student must demonstrate skills that will accommodate repertoire at the 200-level. Normal progress in repertoire and technique is expected in subsequent registration at this level. Participation in weekly performance seminars is required. A performance before a jury of at least three full-time music faculty will constitute the final examination. Specific details on the repertoire requirement for each instrument are on file in the Music Department Office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2

credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 440 - Percussion: Juried Performance
Credits: 1-2
Individual instruction for students at the advanced level. During the initial enrollment at the 400-level, the student must demonstrate skills that will accommodate repertoire at the 200-level. Normal progress in repertoire and technique is expected in subsequent registration at this level. Participation in weekly performance seminars is required. A performance before a jury of at least three full-time music faculty will constitute the final examination. Specific details on the repertoire requirement for each instrument are on file in the Music Department Office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 450 - Keyboard: Juried Performance
Credits: 1-2
Individual instruction for students at the advanced level. Specific instruments of study may include: Piano, Organ, or Harpsichord. During the initial enrollment at the 400-level, the student must demonstrate skills that will accommodate repertoire at the 200-level. Normal progress in repertoire and technique is expected in subsequent registration at this level. Participation in weekly performance seminars is required. A performance before a jury of at least three full-time music faculty will constitute the final examination. Specific details on the repertoire requirement for each instrument are on file in the Music Department Office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 455 - Voice: Juried Performance
Credits: 1-2
Individual instruction for students at the advanced level. During the initial enrollment at the 400-level, the

student must demonstrate skills that will accommodate repertoire at the 200-level. Normal progress in repertoire and technique is expected in subsequent registration at this level. Participation in weekly performance seminars is required. A performance before a jury of at least three full-time music faculty will constitute the final examination. Specific details on the repertoire requirement for each instrument are on file in the Music Department Office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 460 - Strings: Juried Performance
Credits: 1-2
Individual instruction for students at the advanced level. Specific instruments of study may include: Violin, Viola, Violoncello, String Bass, or Harp. During the initial enrollment at the 400-level, the student must demonstrate skills that will accommodate repertoire at the 200-level. Normal progress in repertoire and technique is expected in subsequent registration at this level. Participation in weekly performance seminars is required. A performance before a jury of at least three full-time music faculty will constitute the final examination. Specific details on the repertoire requirement for each instrument are on file in the Music Department Office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 465 - Guitar: Juried Performance
Credits: 1-2
Individual instruction for students at the advanced level. During the initial enrollment at the 400-level, the student must demonstrate skills that will accommodate repertoire at the 200-level. Normal progress in repertoire and technique is expected in subsequent registration at this level. Participation in weekly performance seminars is required. A performance before a jury of at least three full-time music faculty will constitute the final examination. Specific details on the repertoire requirement for each instrument are on file in the Music Department Office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.

Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 470 - Woodwinds: Juried Performance
Credits: 1-2
Individual instruction for students at the advanced level. Specific instruments of study may include: Flute, Piccolo, Oboe, Clarinet, Bassoon, or Saxophone. During the initial enrollment at the 400-level, the student must demonstrate skills that will accommodate repertoire at the 200-level. Normal progress in repertoire and technique is expected in subsequent registration at this level. Participation in weekly performance seminars is required. A performance before a jury of at least three full-time music faculty will constitute the final examination. Specific details on the repertoire requirement for each instrument are on file in the Music Department Office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 475 - Other Instruments: Juried Performance
Credits: 1-2
Individual instruction for students at the advanced level. During the initial enrollment at the 400-level, the student must demonstrate skills that will accommodate repertoire at the 200-level. Normal progress in repertoire and technique is expected in subsequent registration at this level. Participation in weekly performance seminars is required. A performance before a jury of at least three full-time music faculty will constitute the final examination. Specific details on the repertoire requirement for each instrument are on file in the Music Department Office. Expectations of daily practice and improvement will be established by each applied instructor. Half-hour lessons may earn 1 credit; one-hour lessons may earn 2 credits.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 482 - Recital I
Credits: 2
Individual instruction with weekly lessons. Students give a public recital of appropriate length and repertoire for this two-credit course. The repertoire and length of the recital are to be determined by the instructor and must be approved by the faculty.
May be repeated for credit.

Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 483 - Recital II
Credits: 3
Students give a public recital of appropriate length and repertoire for this three-credit course. The repertoire and length of the recital are to be determined by the instructor and must be approved by the faculty. Individual instruction with weekly one-hour lessons.
May be repeated for credit.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: HE, ME.
An additional fee is required for this course; please consult Student Financial Services for the current fee and refund policy.

MUSIC 529 - Internship: Music
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

MUSIC 590 - Independent Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Neuroscience

FSNEU 201 - Current Topics in Psychology and Neuroscience
Credits: 4
An examination of current topics at the intersection of psychology and neuroscience. Students encounter paradigm shifting ideas in both fields to explore different approaches to understanding mental wellness and illness. Students read primary and secondary research, interpret data, evaluate tools for communicating effectively to different audiences, and explore various research methods and designs used in the fields. Ethical, and interdisciplinary dimensions of psychological and neuroscience research and work are emphasized throughout the course.
Prerequisite: Any Psych course, NEURO 110, or NEURO 120.
Distribution Requirements: None.

NEURO 110 - Foundations of Neuroscience I
Credits: 4
An introduction to the fundamental concepts of neuroscience. This course provides a foundation in the anatomy, physiology, and pharmacology of the nervous system from single cells to complex networks responsible for higher brain functions. Specific topics include molecular and cellular principles of neurobiology, electrophysiology, synaptic transmission, pharmacology and drug actions, sensory and motor systems, and disorders of the nervous system. The format of this course includes lectures, discussions, student presentations, and a research paper. We also engage in laboratory demonstrations and experiments.
Distribution Requirements: QR, SP.

NEURO 120 - Foundations of Neuroscience II
Credits: 4
An application of fundamental concepts of neuroscience to behavior and mental processes. We examine the role of neuroanatomy, neurophysiology, and neuropharmacology in complex behaviors and cognition. Specific topics include sexual behavior, circadian rhythms, motivation, emotion, visual perception, attention, language, learning, memory, and mental illness. The format of this course includes lectures, discussions, student presentations, and a research paper. We also engage in laboratory demonstrations and experiments.
Prerequisite: NEURO 110.
Distribution Requirements: SB, SP.

NEURO 405 - Neurophysiology
Credits: 4
An exploration of the nervous system at the cellular and molecular level. Topics include synaptic transmission (how neurons "talk" to each other), ion channels, receptors, the neurotransmitter life cycle, and current methods in electrophysiology. Laboratory, one period. BIO 221
Prerequisite: NEURO 110, BIO 221, and CHEM 122.
Distribution Requirements: QR, SP.

NEURO 529 - Internship: Neuroscience
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

NEURO 590 - Independent Study
Credits: 1-4
Designed for students who desire to pursue advanced work. Work may consist of experimental laboratory research or of a problem based entirely upon library research. Arranged by consultation.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

NEURO 600 - Senior Project I
Credits: 2
Individual proposals for senior research projects developed in group and individual meetings with the project advisor and other appropriate faculty members. In order to finalize the research plan, at least one meeting is held with both readers. In addition to oral and written proposals and progress reports, a detailed plan of action for completing the research project is created by the end of the semester.
Prerequisite: A Junior Seminar approved by the Neuroscience program and permission of instructor.
Distribution Requirements: none.

NEURO 610 - Senior Project II
Credits: 4
A continuation of NEURO 600. Individual and/or group meetings are held to evaluate the progress of individual research projects. Emphasis is placed on data collection, analysis, and interpretation, including modes of presentation of results. A written thesis is submitted prior to an oral defense of the completed project.
Must be taken on the letter-grade basis.
Prerequisite: NEURO 600 and permission of instructor.
Distribution Requirements: none.

Philosophy

FSPHI 201 - Communication in a Discipline: Philosophy
Credits: 4
An introduction to writing and speaking in the discipline of Philosophy. Students engage with a specific philosophical text, author, topic area or problem: details change with each offering of this seminar (please ask instructor concerning details). Research methods, written assignments, and oral arguments and presentations are emphasized.
Must be taken on the letter-grade basis.
Distribution Requirements: none.
Counts toward the major in Philosophy.

PHIL 120 - Learning from Arguments
Credits: 4
A study of how we gain knowledge about a subject when we engage with arguments. Students learn the difference between disagreements and arguments, practice recognizing and critiquing the assumptions or premises of an argument, and experience entertaining a perspective different from their own. These skills are gained through engagement with controversies such as whether we have free will; whether taxation, abortion, or eating animals is ethical; how what's ethical is determined; whether death is something to be feared; and whether knowledge is possible.
Distribution Requirements: ME, SB.

PHIL 130 - Values and Knowledge
Credits: 4
An introduction to the connections between the values and the ways of knowing that are characteristic of

modern western culture. The course focuses upon the pursuit and justification of knowledge and scientific understanding and the ethical and political values that are implicit in those endeavors.
Distribution Requirements: CL, SP.
Not open to seniors.

PHIL 140 - Ethics and Community
Credits: 4
An examination of contemporary challenges facing democracy as an ideal for the moral life and the moral community.
Distribution Requirements: CL, PD.
Not open to seniors.

PHIL 165 - The Examined Life: Philosophy Through the Ages
Credits: 4
An introduction to western philosophy through discussion of questions that have challenged thinkers from ancient Greece to the 21st century: questions about human knowledge, the relation of mind and body, the nature of reality, free will, the existence of God, social justice, ethics, and the meaning of life.
Distribution Requirements: CL, HE.
Not open to seniors.

PHIL 205 - Literature, Film and Medicine: Ethical Perspectives
Credits: 4
A philosophical and interdisciplinary study of how narrative forms- literature, cinema, and memoir-may be applied in medical contexts. Through critical discussion of a diversity of works ranging over individual experiences of disease, disability, and end-of-life, students learn how engagement with fictional and autobiographical narratives can enhance the study of healthcare ethics. Topics include dimensions of the healing relationship, questions of meaning in the face of suffering and disease, crossing cultural boundaries, and extending our knowledge of the human experience of mortality.
Distribution Requirements: HE.

PHIL 210 - Oppression and Liberation
Credits: 4
An overview of analyses of oppression and theories of liberation generated by groups traditionally marginalized in the United States.
Distribution Requirements: CL, PD.
Not open to first-year students.

PHIL 215 - Democracy As a Way of Life
Credits: 4
A study of U.S. philosopher John Dewey's idea that democracy is a way of life and of current conditions that undermine this way of living. Among the conditions examined are race relations and white supremacy, oppression of LGBTQ people, neoliberalism and empire, and education.
Distribution Requirements: CL, PD.

PHIL 220 - Epistemology: The Theory of Knowledge
Credits: 4
What do you really know, and how can you justify your claims to know? This course examines the ways in which philosophers have attempted to answer these questions. It considers skepticism about the possibility of any certain knowledge, presents analysis of reasonable and unreasonable uses and interpretations of the term "truth," and explores recent failed attempts to provide foundations for knowledge in empirical evidence.
Distribution Requirements: HE.

PHIL 230 - Science in Its Cultural Setting
Credits: 4
A study of the structure and justification of scientific theory and of the activities of scientists engaged in theory development. A theoretical component of the course concerns the logical processes of theory acceptance and rejection. That component is fleshed out in historical study of theory development in one or two notable episodes in the history of science, such as the Copernican revolution in astronomy or the development of Darwinian theory in biology.
Prerequisite: One course in Philosophy, or one course in natural science, or permission of instructor.
Distribution Requirements: CL, SP.

PHIL 240 - Mind and Brain
Credits: 4
A philosophical exploration of historical and current attempts to understand and to model human thought. A study of episodes in the long tradition of the study of mind and brain in philosophy is connected to current work within the disciplines of neuroscience, cognitive science, and artificial intelligence. Students read the writings of past and contemporary philosophers and practitioners within the other disciplines mentioned.
Prerequisite: One course in Philosophy or permission of the instructor.
Distribution Requirements: HE, SP.

PHIL 250 - Philosophy and the Arts
Credits: 4
An introduction to a wide range of issues arising in connection with the arts. Students consider the nature of art, aesthetic perception and experience, aesthetic value, expression, representation, interpretation and criticism of the arts, morality and art, and the influence of postmodernism on art and aesthetics. The main ideas of such figures as Plato, Aristotle, Hume, Kant, Nietzsche, Tolstoy, and Freud are discussed alongside those of contemporary philosophers and artists.
Distribution Requirements: HE.

PHIL 260 - Ancient Greek Philosophy
Credits: 4
A comprehensive introduction to ancient Greek philosophy covering the pre-Socratics, Socrates, Plato, and Aristotle. Through close study and discussion of a range of original texts (in translation), students engage the main ideas of these philosophers on such themes as the nature of reality, the soul, knowledge, virtue, and the good life for humans.
Distribution Requirements: CL, HE.

PHIL 270 - Early Modern Philosophy: Science and Knowledge
Credits: 4
A study of translated writings from European thinkers of the 17th and 18th centuries on epistemology, the description of the human mind, and the justification of scientific understanding. Authors may include Galileo, Descartes, Leibniz, Locke, Hume and Kant. The authors present positions relevant to a number of philosophical movements, including the Mechanical Philosophy, Rationalism, Empiricism and Transcendental Philosophy.
Prerequisite: One course in Philosophy.
Distribution Requirements: HE.

PHIL 275 - Black American Thinkers
Credits: 4
An examination of selected works from the rich and complex tapestry of black American thought from David Walker (1830) to the present. Authors articulate conceptions of blackness, justice, and fair political order that stand in contrast to current conditions in the United States as well as recommending methods for resisting these conditions. Reponses to, and examination of, slavery and/or subsequent efforts to marginalize and control black women, men and youth are the primary focus of the course.
Distribution Requirements: PD.

PHIL 285 - Business and Management Ethics
Credits: 4
A consideration of ethical practice within the activities of management professionals. Case studies are considered in the light of philosophical theories of the good, of ethical action, and of individual and social purposes. Examples include the development, sale, and marketing of dangerous or damaging products such as tobacco; the responsibilities borne by management toward various stakeholder groups; and the roles of political influence and bribery at home and in other nations. Discussion is cast in the language of business ethics and is also relevant to management activity in governmental and non-governmental organizations.
Distribution Requirements: HE, SB.

PHIL 310 - Global Justice
Credits: 4
An examination of the difficulties facing the ideals of democracy, international aid and development as global and multicultural movements. We consider the justice of such institutions from the perspectives of international responsibilities and local self-determination.
Prerequisite: PHIL 140 or PHIL 210 or permission of the instructor.
Distribution Requirements: CL, IP.

PHIL 340 - Freedom, Addiction and the Opioid Crisis
Credits: 4
A study of what happens to human agency and choice in cases of addiction. This course explores how addiction, agency, and choice are framed by philosophy, psychology, cognitive science, neuroscience, sociology, and anthropology. Students read and discuss journal articles as well as ethnographic narratives of addiction. Topics include the opioid epidemic, moral responsibility, the role of social policies, social stigma, and comparisons between the US and other cultures. Listening to guest speakers, including

recovering addicts, is among one of the learning tools.
Prerequisite: One course in philosophy or permission of the instructor.
Distribution Requirements: CL, SB.

PHIL 385 - Medical Ethics
Credits: 4
A study of the principles of medical ethics as applied to case studies. After studying the nature and foundations of the principles of medical ethics, students present oral and written analyses of medical cases that pose significant ethical issues.
Distribution Requirements: CL, SP.
Not open to first-year students.

PHIL 529 - Internship: Philosophy
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PHIL 580 - Philosophy Seminar
Credits: 4
An advanced study of a problem or central figure in philosophy. Course content changes substantially from year to year; consequently, seminars offered under this number may be taken more than once. See department members to discuss, and perhaps to suggest, upcoming offerings. May be repeated for credit. Must be taken on the letter-grade basis.
Prerequisite: At least one course in Philosophy and permission of instructor.
Distribution Requirements: none.

PHIL 590 - Independent Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PHIL 600 - Senior Project Tutorial
Credits: 2
Preparation for the Senior Project; preliminary research and project proposal including a discussion of how work done outside the department for the major will be integrated into the project.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PHIL 610 - Senior Project
Credits: 4

Final research, presentation and defense of the Senior Project.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Physics

FSPHY 201 - Investigative Approaches in Physics
Credits: 4
An investigative laboratory course that emphasizes experimental design and analysis, interpretation of data, and written and oral presentation. This course stresses independent and cooperative laboratory work. Writing and speaking in the physical sciences is emphasized through written, oral and poster presentations.
Must be taken on the letter-grade basis.
Prerequisite: PHYS 120 or PHYS 102.
Distribution Requirements: none.

PHYS 021 - Introduction to Astronomy
Credits: 4
A descriptive study of the solar system, the stars, and the universe on its largest scales. Topics covered include the phases of the Moon, the seasons, the tides, the historical roots of astronomy, the constellations, telescopes, the sun, star formation and evolution, compact objects, and the expansion of the universe. The course is designed to give students an appreciation of the beauty and order of the known universe. Use is made of Wible Planetarium and Newton Observatory. Because observations are weather dependent, students in the course must plan to complete an observation during appropriate evening or other hours.
Distribution Requirements: QR, SP.
Students may receive credit for only one course from among PHYS 020, PHYS 021, PHYS 121, and PHYS 129.

PHYS 101 - Fundamentals of Physics I
Credits: 4
An introductory calculus-based course intended primarily for students majoring in biology, environmental science, and geology with an emphasis on physical concepts and principles from the areas of classical mechanics, thermodynamics and waves. One laboratory/recitation session per week.
Corequisite: MATH 141, or MATH 151 or permission of instructor.
Distribution Requirements: QR, SP.
Offered in sequence with PHYS 102. Students may not receive credit for both PHYS 101 and PHYS 110 . Students who wish to major in physics after taking this course should consult the physics faculty before deciding which course to take next.

PHYS 102 - Fundamentals of Physics II
Credits: 4
A continuation of PHYS 101 with an emphasis on the concepts of electricity, magnetism, and optics. One laboratory/recitation session per week.

Prerequisite: MATH 140 or higher, PHYS 101 is strongly recommended.
Distribution Requirements: QR, SP.
Offered in sequence with PHYS 101. Students may not receive credit for both PHYS 102 and PHYS 120

PHYS 110 - Core Concepts in Physics I
Credits: 4
An introductory, calculus-based course covering fundamental physical concepts from Newtonian mechanics, such as the conservation of energy and momentum. One laboratory and one recitation session per week.
Corequisite: MATH 141 or MATH 151 or equivalent.
Distribution Requirements: QR, SP.
Students cannot receive credit for both PHYS 110 and PHYS 101.

PHYS 120 - Core Concepts in Physics II
Credits: 4
An introductory, calculus-based physics course covering fundamental physical concepts from relativity, electricity and magnetism. One laboratory and one recitation session per week.
Prerequisite: PHYS 110 or permission of instructor. *Corequisite:* MATH 152 or equivalent.
Distribution Requirements: QR, SP.
Students cannot receive credit for both PHYS 120 and PHYS 102.

PHYS 121 - Foundations of Astronomy
Credits: 4
A study of the Earth and heavenly bodies, their observed characteristics and motions, and the theories that account for them. The course is designed to give students an understanding of the tools and fundamental physical concepts of astronomy. Topics covered include celestial timekeeping, gravity, orbits, light, the birth and evolution of stars, black holes and other compact objects, dark matter, dark energy, and the big bang theory. Use is made of the Wible Planetarium and the Newton Observatory telescopes. Students must participate in an evening observing session at some point during the semester.
Corequisite: Placement into MATH 151 on the math placement exam OR a corequisite of MATH 140 or higher.
Distribution Requirements: QR, SP.
Students may receive credit for only one course from among PHYS 020, PHYS 021, PHYS 121, and PHYS 129.

PHYS 210 - Core Concepts in Physics III
Credits: 4
An introductory, calculus-based physics course covering fundamental physical concepts from basic quantum theory and thermodynamics.
Prerequisite: PHYS 120 (or PHYS 102), MATH 141 or MATH 151. *Corequisite:* FSPHY 201.
Distribution Requirements: QR, SP.

PHYS 240 - Relativity
Credits: 2
An introduction to the experimental findings leading to Einstein's formulation of the special theory of

relativity, relativistic kinematics (simultaneity, time dilation, length contraction, etc.), relativistic dynamics (relative mass, momentum, energy, etc.), and the general theory of relativity.
Prerequisite: PHYS 101 or PHYS 110.
Distribution Requirements: QR, SP.

PHYS 260 - Introduction to Thermal Physics
Credits: 4
An introductory course focusing on the three laws of thermodynamics and the statistical approach to understanding heat and thermal phenomena.
Prerequisite: PHYS 101 or PHYS 110, MATH 152.
Distribution Requirements: QR, SP.

PHYS 272 - Mathematics for Physical Science
Credits: 4
An introduction to linear algebra, calculus of several variables, and differential equations with special emphasis on applications to linear and non-linear physical systems.
Corequisite: MATH 152.
Distribution Requirements: QR, SP.
Does not count toward optional course for Physics major or minor. Students who have received credit for any two of MATH 211 , MATH 280 and MATH 320 will not receive credit for PHYS 272.

PHYS 310 - Mechanics of Particles
Credits: 4
A mathematical study of particles and systems of particles using Newton's laws of motion and Lagrangian and Hamiltonian dynamics. Topics include forces, energy, and potential; gravitation and orbits; and momentum and collisions.
Prerequisite: PHYS 120 (or PHYS 102 with permission of the instructor), and PHYS 272 or MATH 280 (or concurrent registration in MATH 280).
Distribution Requirements: QR, SP.

PHYS 320 - Astrophysics
Credits: 4
A quantitative study of topics including celestial mechanics as described by Kepler's and Newton's laws, radiation in astronomy, telescopes, stellar spectra, star formation, the structure and evolution of stars, relativity, and big bang cosmology.
Prerequisite: PHYS 110 or PHYS 101.
Distribution Requirements: QR, SP.

PHYS 330 - Analog Electric Circuits and Devices
Credits: 4
A study emphasizing AC/DC circuits, semiconductor devices, and analog circuits including amplifiers. One laboratory session per week.
Prerequisite: PHYS 102 or PHYS 120 and MATH 152. CMPSC 100 is recommended.
Distribution Requirements: QR, SP.

PHYS 340 - Electric and Magnetic Fields
Credits: 4
A mathematical investigation of static and time-dependent electric and magnetic fields emphasizing vector differential operators. Laplace's, Poisson's, and Maxwell's equations.
Prerequisite: PHYS 120 (or PHYS 102 with the permission of instructor), and PHYS 272 or MATH 211.
Distribution Requirements: QR, SP.

PHYS 350 - Physical Optics
Credits: 4
A study of geometrical, physical, and quantum optics. Topics may include the theory and applications of spectroscopy, lasers, fiber optics, and detectors, as well as an analysis of interference, diffraction, and polarization. One laboratory session per week.
Prerequisite: PHYS 102 or PHYS 120, MATH 152 (must be completed prior to taking this course).
Distribution Requirements: QR, SP.

PHYS 365 - Programming and Simulation
Credits: 4
A study of numerical simulation that includes learning an operating system (a Linux distribution), a programming language or languages (such as Python), and techniques and tools of numerical analysis useful for solving problems in physics.
Prerequisite: PHYS 101 or PHYS 110.
Distribution Requirements: QR, SP.

PHYS 370 - Introduction to Solid State Physics
Credits: 4
An introductory study of crystalline and amorphous materials including symmetry, crystal-binding, crystal-diffraction, phonons (Einstein- and Debye-models), free electron Fermi gas, Bose-Einstein theory, and superconductivity. Topics of current research interest such as computer simulation of amorphous materials, superlattices, and novel mechanisms of superconductivity are also included.
Prerequisite: PHYS 120 (or PHYS 102), MATH 152 (must be completed prior to taking this course).
Distribution Requirements: QR, SP.

PHYS 380 - Quantum Mechanics
Credits: 4
A study of the concepts of quantum mechanics with an emphasis on mathematical analysis. The course begins with an introduction to the Schrödinger equation and the formalism of quantum mechanics. Dirac representation, Hilbert space, and Hermitian operators are introduced. Quantum mechanical systems are compared with classical systems and discussed with respect to quantum mechanical uncertainty, time development, and conservation theorems. Various applications of quantum mechanics are considered.
Prerequisite: PHYS 210 or CHEM 242, and PHYS 272 or equivalent.
Distribution Requirements: QR, SP.

PHYS 420-429 - Current Topics in Astrophysics
Credits: 2
An examination of selected current topics of interest in astrophysics, such as dark matter, dark energy,

black hole formation, star cluster dynamics, stellar collisions, the mass of neutrinos, planetary formation, and gravity wave sources. Students contribute to the class through discussion and brief presentations. Group discussion is based on readings from journal articles and monographs. May be repeated for credit.
Prerequisite: Prerequisite: PHYS 102 or PHYS 120, and PHYS 020, PHYS 021, PHYS 121, PHYS 129, or PHYS 320; or permission of instructor.
Distribution Requirements: QR, SP.

PHYS 430-439 - Current Topics in Biophysics
Credits: 2
An examination of a current topic of interest in biophysics. The course focuses on the molecular structure, energetics and dynamics of biological systems with an emphasis on physical spectroscopic techniques. Students contribute to the class through discussion and brief presentations. Group discussion is based on readings from journal articles and monographs.
May be repeated for credit.
Prerequisite: PHYS 210 or permission of instructor.
Distribution Requirements: QR, SP.

PHYS 440-449 - Current Topics in Chemical Physics
Credits: 2
An examination of a current topic of interest in chemical physics. Students contribute to the class through discussion and brief presentations. Group discussion is based on readings from journal articles and monographs. Some laboratory work may be included.
May be repeated for credit.
Prerequisite: PHYS 210 or permission of instructor.
Distribution Requirements: QR, SP.

PHYS 450-459 - Current Topics in Optical Physics
Credits: 2
An examination of a current topic of interest in optical science. Students contribute to the class through discussion and brief presentations. Group discussion is based on readings from journal articles and monographs. Some laboratory work may be included.
May be repeated for credit.
Prerequisite: PHYS 210 or permission of instructor.
Distribution Requirements: QR, SP.

PHYS 460-469 - Current Topics in Theoretical Physics
Credits: 2
An examination of some theories that have revolutionized our understanding of nature and the universe. Students contribute to the class through discussion and brief presentations. Group discussion is based on readings from journal articles and monographs.
May be repeated for credit.
Prerequisite: PHYS 210 or permission of instructor.
Distribution Requirements: QR, SP.

PHYS 470-479 - Current Topics in Computational Physics
Credits: 2
An examination of theories and computational algorithms that have revolutionized our understanding of nature and the universe. Students contribute to the class through discussion and brief presentations. Group discussion is based on readings from journal articles and monographs.
May be repeated for credit.
Prerequisite: PHYS 210 or permission of instructor.
Distribution Requirements: QR, SP.

PHYS 480-489 - Current Topics in Materials Physics
Credits: 2
An examination of current topics of interest in materials physics, such as surface effects, fluid flow, tribology, and polymers. Students contribute to the class through discussion and brief presentations. Group discussion is based on reading from journal articles and monographs.
May be repeated for credit.
Prerequisite: PHYS 210 or permission of the instructor.
Distribution Requirements: QR, SP.

PHYS 529 - Internship: Physics
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PHYS 580 - Junior Seminar
Credits: 2
A seminar in which students, faculty, and guest lecturers make presentations on current topics in physics. The Junior Seminar has three goals: (1) to begin student preparation for the Senior Project, (2) to facilitate student awareness of the impact of physics on society, and (3) to inform the student of other areas of physics research. This is accomplished by becoming familiar with research in the department, giving an oral presentation on some aspect of physics and society, and preparing a written and oral review of research relevant to a prospective senior project. Students are also expected to attend department seminars.
Distribution Requirements: none.

PHYS 590 - Independent Study
Credits: 1-4
To be arranged.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PHYS 600 - Senior Project I
Credits: 3
The first in a sequence of two courses involving experimental and/or theoretical research under the direction of a faculty member. Background information is collected and preliminary work is carried out. Attendance at departmental lectures is required.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PHYS 610 - Senior Project II
Credits: 3
Completion of the senior research project. Students write reports and discuss their results at an oral presentation given for faculty members. In most cases they also present their findings at regional or national physics meetings and lectures.
Must be taken on the letter-grade basis.
Prerequisite: PHYS 600 and permission of instructor.
Distribution Requirements: none.

PHYS 620 - Senior Project
Credits: 4
Equivalent to the PHYS 600-PHYS 610 sequence and under special circumstances may be taken as an alternate to PHYS 600 and PHYS 610.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Political Science

FSPOL 201 - Communication in a Discipline: Political Science
Credits: 4
An introduction to writing and speaking in the discipline of Political Science.
Must be taken on the letter-grade basis.
Prerequisite: FS 102 or FS 200 .
Distribution Requirements: none.
The topical material covered in this sophomore seminar varies from section to section and year to year. Some sections of this course may have additional prerequisites.

POLSC 110 - U.S. National Government and Politics
Credits: 4
An introduction to national political institutions in the United States: The Presidency, Congress, Supreme Court, and administrative agencies. Attention is given to citizen participation, elections, political parties, interest groups and public policy making.
Distribution Requirements: CL, SB.

POLSC 120 - Comparative Government and Politics
Credits: 4
An introduction to the development of political institutions and the distribution and exercise of political power in selected western, communist and "Third World" countries. Special attention is devoted to the impact of institutional and cultural patterns upon the quality of life in those countries.
Distribution Requirements: CL, IP.

POLSC 130 - World Politics
Credits: 4
An introduction to politics among nation-states and the conduct of international relations. Topics addressed include the dynamics of war and peace, international law and diplomacy, state and non-state actors in international relations, and transnational economic and environmental issues.
Distribution Requirements: PD, SB.

POLSC 140 - Introduction to Political Theory
Credits: 4
An introduction to political theory with special emphasis on the problem of justice. As citizens, we must confront choices that affect not only our own lives, but the lives of others. How we approach these choices is therefore consequential. We must consider what we owe others and what others owe us in return. We must also consider how we can develop our ability to make choices wisely. In this course, we engage in these considerations by examining rival perspectives on human nature, citizenship, and the ethical uses of political power.
Distribution Requirements: CL, SB.

POLSC 211 - Women and Public Policy
Credits: 4
An introductory analysis of the relationship among women, politics, and policy in the United States, focusing on several specific policy areas that affect women in a political world where most of the policy players are male. Topics include, but may not be limited to, education, employment, criminal justice, sexual harassment, economic equity, and health care. This course assesses changes in public policy to meet the evolving roles and status of women and key legislation affecting women's quest for full equality. Special attention will be devoted to understanding how gender, race, sexuality and class shape policy needs.
Distribution Requirements: CL, PD.

POLSC 215 - Politics in Popular Culture
Credits: 4
An examination of how American popular culture intersects with American politics. We focus on the processes through which common forms of entertainment, advertising, and material consumption influence our political perceptions, values, and actions. Special emphasis is placed on how experiences with products of popular culture influence our understandings of and (in)actions toward others. Through class discussion and analytical papers, students identify, explain, and evaluate how the content of popular culture influences their political conduct and the political conduct of others.
Distribution Requirements: CL, SB.

POLSC 217 - Gender and American Politics
Credits: 4
A study of women's participation in American politics as activists, citizens, and elites. We examine the suffrage movement as well as modern women's liberation movements. We explore how gender shapes public opinion and voting behavior. We study the experiences and challenges faced by women running for or holding political office. We examine the ways they navigate the US political system to accomplish policy and electoral goals. Throughout the course, we consider the meaning and nature of gender equality and analyze the ways that gender intersects with other categories such as race, sexuality, and class.
Distribution Requirements: CL, PD.

POLSC 220 - Democracy for the Few? Political Parties, Interest Groups, and Social Movements
Credits: 4
The study of political participation and political influence in the United States. The great promise of democracy is that all citizens will have meaningful opportunities to defend their interests and advance their notions of the common good. Yet citizens have grown increasingly concerned about whether such opportunities truly exist in their democracy. We focus on how parties, interest groups, and social movements structure political participation. By integrating theory with both historical and current examples, students assess whether citizens can still find, or perhaps even create, opportunities to exert meaningful influence on political decisions.
Distribution Requirements: CL, SB.

POLSC 221 - Law, Courts, and Judicial Processes
Credits: 4
A study of the development, organization, and operation of federal and state court systems, with consideration given to the political contexts in which courts operate. Particular attention is given to normative and positive accounts of judicial decision-making, including the role and limits of judicial discretion and the importance of institutions in shaping judicial outcomes.
Distribution Requirements: CL, SB.

POLSC 226 - Government and Politics of Europe
Credits: 4
An introduction to Europe comparing societies, cultures and political institutions. Diverse historical experiences are the background to an analysis of post-war and contemporary issues such as European integration; the welfare state; the evolution of party politics; NATO and changing security issues; and immigration and nationalism.
Distribution Requirements: IP, SB.

POLSC 227 - Political Economy of Europe
Credits: 4
An examination of the political economies of European democracies. Proceeding from the postwar era to the present, we study cases such as the United Kingdom, Germany, Sweden, Italy and France. We examine key developments over time in a range of interrelated policy areas that make up the political economy. We also explore key concepts in the field of comparative political economy. When relevant, we consider the harmonizing role of European Union policy.
Distribution Requirements: IP, PD.

POLSC 228 - Government and Politics of China
Credits: 4
An overview of government and politics in 20th-century China, with a stress on state-society relations. A major focus of the course rests on the post-Mao period and questions such as economic reform and the Tiananmen Square student movement and prospects for democracy. Other topics will include women's issues, population and environmental issues, and China's foreign relations. The course draws on autobiographical, journalistic, and cinematic sources as well as text-based readings to chart Chinese politics in this century.
Distribution Requirements: IP, SB.

POLSC 232 - Government and Politics of the Middle East
Credits: 4
An examination of political trends in the Middle East and North Africa, focusing on issues such as state-society relations, secular-religious tensions, the role of oil wealth, and the status of women. Case studies of several representative states are included.
Distribution Requirements: IP, SB.

POLSC 235 - Government and Politics of Latin America
Credits: 4
An examination of political trends in Latin America, focusing on issues such as the relationship between states and markets, the politics of memory in post-authoritarian regimes, and the challenges of democratization. Case studies of several representative states are included.
Distribution Requirements: IP, SB.

POLSC 242 - Immigration and Citizenship
Credits: 4
An exploration of recent immigration to the United States focused on Latin America and Latin American migrants in the United States. We examine the historical foundations of current immigration policy as well as relevant themes in immigration studies, including political participation, religion and migration, the economics of immigration, and social incorporation. We also examine the extent to which contemporary immigration patterns compare to previous immigration waves.
Distribution Requirements: PD, SB.

POLSC 248 - Human Rights
Credits: 4
An introduction to international human rights. We explore norms and practices regarding personal integrity rights, including mass killing, torture, and disappearances, and civil rights, such as restrictions on speech or religion. Students are introduced to literature on why governments repress, patterns of treaty ratification and compliance, and variation in the success of strategies to improve human rights. Students also evaluate the cases for and against the international protection of human rights and derive hypotheses about international human rights behavior.
Distribution Requirements: PD, SB.
A field trip may be required.

POLSC 261 - U.S.-Latin American Relations
Credits: 4
An analysis of United States-Latin American relations over time, with a special emphasis on the post-Cold War period. The central question to be addressed is whether there will be greater harmony between the two regions now that the threat of communism has disappeared or if there will be increased conflict because of the exponential rise of drug trafficking, migratory pressures, growing economic disparity and increasing environmental pressures. An examination of historical case studies will provide students with the requisite background for assessing current issues.
Distribution Requirements: IP, PD.

POLSC 265 - Globalization and Development
Credits: 4
An introduction to the historical, ethical, and political dimensions of the globalizing world economy, with a particular focus on various ways to define and measure the concept of "development." We will begin by examining the history of globalization in relation to western imperialism and postwar theories of modernization and democracy, and will then study cases of economic and political development in locations including East Asia and sub-Saharan Africa. Issues to be addressed include relationships between market-led globalization and inequality, questions of gender and race, and environmental crises, as well as the recent populist turn against globalization in many locations.
Distribution Requirements: PD, SB.

POLSC 276 - Imagining New Political Futures
Credits: 4
An introduction to Marxist and feminist thinking regarding political, economic, and social organization. We first examine Marxist approaches regarding concepts such as labor, democracy, and consumerism, and apply these concepts to contemporary issues such as inequality, political representation, climate change and other forms of environmental degradation, and economic and cultural globalization. We then examine feminist and social democratic models for economic and political organization. Students also complete a research project exploring various ways that policies might incorporate these theories to address contemporary social or political problems of interest to them.
Distribution Requirements: CL, PD.

POLSC 280 - The Tragedy of Citizenship
Credits: 4
A study of political psychology focused on the abilities and limitations of citizens. As citizens, we often face complex circumstances and difficult political choices. As human beings, we have limited psychological abilities. We have limited powers of perception and comprehension, and thus are always at risk of error. Yet our need to make choices about what is best for ourselves and our political communities remains. As students of political psychology, we explore how we can attempt to compensate for those limitations.
Distribution Requirements: CL, SB.

POLSC 285 - American Political Thought
Credits: 4
A study of how political ideas can shape the meaning of America. The Declaration that marked America's

emergence established political equality as a founding principle. Yet for many—including people of color, women, and workers—inequality has shaped the American political experience. In this course, we examine how people experiencing injustice have recrafted—and arguably improved—the very meaning of America itself. We study ideas that have contributed to political inequality in the United States and the ideas of people who have fought back. Throughout the course, we consider different ideas about the meaning of America and ask ourselves which ideas should guide our efforts to create a stronger and more just nation.
Distribution Requirements: CL, HE.

POLSC 289 - Introduction to Research Design
Credits: 2
An introduction to the research process in political science. Students acquire tools useful in identifying, planning, and developing research projects such as seminar papers and the senior project. Students learn how to craft a research question; recognize, survey, and discuss the relevant literature; select and justify an appropriate method; and identify pertinent information to answer the question.
Distribution Requirements: SB.

POLSC 301 - Constitutional Law: Powers of Government
Credits: 4
An exploration of U.S. Supreme Court decisions regarding judicial, legislative, and executive power as well as the relationship between states and the national government in a range of policy areas.
Distribution Requirements: CL, SB.

POLSC 303 - Constitutional Law: Civil Rights and Civil Liberties
Credits: 4
A study of landmark U.S. Supreme Court civil rights and liberties cases. Topics include: speech, obscenity, libel, press, religion, privacy, due process, and the equal protection of the laws.
Distribution Requirements: CL, PD.

POLSC 317 - US Campaigns and Elections
Credits: 4
An analysis of party organizations, campaigns, and elections in the United States. Attention is given to local, state and national party structures and activities and patterns of voting behavior. Students learn both in theory and in practice about strategies used by those running political campaigns in the United States. Students also consider options for electoral reform.
Distribution Requirements: CL, SB.

POLSC 318 - Politics and the Media
Credits: 4
An examination and evaluation of the role of mass media in American politics. Topics include: the legal framework that enshrouds freedom of the press, the newsmaking process, sources of potential bias, the development of investigative journalism, corporate ownership of the media, the role of the press in elections, the impact of mass media on individual behavior and opinion formation, and the politics of entertainment, concluding with an exploration of the process by which the media have become a tool, indeed a weapon, in the contemporary U.S. political process.

Prerequisite: POLSC 110 is recommended.
Distribution Requirements: CL, SB.

POLSC 319 - Policing, Resistance, and Justice?
(Also listed as COMJ 319)
Credits: 4
A study of criminal punishment, race and citizenship. Students explore distrust between police and communities of color, paying particular attention to history, politics, and psychology. We investigate how political decisions shape how police, courts, and prisons interact with citizens in the United States. Students explore why disparate outcomes are prevalent in the system and the pathways for change. We pay particular attention to the political process and we analyze how and when protests and policy feedback have influenced policy. Finally, students explore rationales for and barriers to criminal justice reform and abolition in the United States.
Distribution Requirements: PD, SB.

POLSC 321 - Urban Government and Politics
Credits: 4
An examination of the political institutions and the policy-making processes in American cities. Emphasis is on the impact of historical and social conditions, institutional arrangements, and power relationships on significant problems facing urban areas, including metropolitan organization, taxing and spending, law enforcement, education, social welfare and housing.
Distribution Requirements: CL, SB.

POLSC 322 - Climate and Energy Policy
(also listed as ENVSC 380)
Credits: 4
An examination of the international response to global climate change. Topics include climate science; climate impacts; mitigation; adaptation; energy infrastructure; renewable energy technology; and current local, national, and international policy developments. Emphasis is placed on the analysis of environmental, economic, political, and cultural drivers of and barriers to lowering greenhouse gas emissions around the world.
Prerequisite: ENVSC 110 or permission of the instructor.
Distribution Requirements: SB, SP.

POLSC 328 - Political Economy of Labor
Credits: 4
An examination of labor unions, collective bargaining, labor regulations and employer organizations across a range of advanced industrial democracies. The combination of widespread global economic competition, de-industrialization and technological advances in production have weakened the influence of labor unions and collective bargaining institutions across cases. Despite these commonalities, there has been a wide range of differing trajectories in labor politics across advanced industrial democracies. We explore cross-national developments over time since the postwar period. In view of the larger debates on liberalization and the political economy of labor, we examine policies and strategies aiming to revive and strengthen collective bargaining institutions as well as those aimed at weakening them.
Distribution Requirements: IP, SB.

POLSC 330 - Megacities
Credits: 4
A study of urban conglomerates whose population is eight to ten million. We examine the urban form and citizenship in geographically and culturally diverse megacities, including Mexico City, New York, Sao Paulo, and Cairo. Drawing on case studies, we ask what we can learn about the global processes that characterize contemporary politics by studying so-called "global cities." We pay particular attention to the relationship between globalization and the spatial organization of cities, exploring, for example, how social actors and states in specific places claim, reclaim, purpose, repurpose, surveil, contest, and govern public space as part of broader neoliberal social transformation.
Prerequisite: POLSC 120 or POLSC 130
Distribution Requirements: IP, SB.

POLSC 333 - Gender and the Welfare State in Comparative Perspective
Credits: 4
A feminist analysis of the relationships between gender, politics, policy and markets in Europe and the United States in recent decades. Through a variety of policies such as parental leave, state-subsidized childcare, and labor market regulation, we study how the state influences individual choices about participation in public and private spheres. We aim to better understand how different gendered politics and policies emerged in different welfare states. We study the gendered character of social and economic rights. Furthermore, we reflect on the enduring and changing consequences of diverse gender and welfare configurations.
Distribution Requirements: IP, PD.

POLSC 336 - East Asian Democracy: Theory and Practice
Credits: 4
An examination of the ways that Confucian and Buddhist thought can both challenge and contribute to forms of democratic practices and values. After a brief introduction to Western political theory's major concepts such as human rights and the proper limits of government, justice and community, and multiculturalism, we then turn to look especially at Chinese political thought as a complement and alternative, briefly looking at ancient Confucianism and then turning to modern East Asian political thought. Finally, the course examines empirical studies of East Asian views of democracy as well as discussing recent political culture in Hong Kong.
Distribution Requirements: IP, SB.

POLSC 344 - The Politics and Psychology of Persuasion and Prejudice
Credits: 4
An examination of how citizens think and feel about politics. We consider how people acquire their political beliefs and focus on the role of groups in politics. We ask how our own identities shape the political decisions that we make. We explore why prejudices—including racism, partisan animosity, sexism, and homophobia—are such enduring forces in our politics. We examine how prejudices can lead us to misinformation and to errors of judgment that affect the lives of others. As we finish the course, we try to determine whether these prejudices can be overcome.
Distribution Requirements: SB, PD.

POLSC 348 - Participatory Democracy and Community Organizing
Credits: 4
A study of how citizens can address community problems through organized, collective action. We begin by examining the tradition of participatory democracy and considering how this tradition can be sustained. We then consider how participatory democracy guides the work of community organizing. Ultimately, we connect theory and practice by contributing to local collective action efforts. Students will participate in projects that address specific local level challenges.
Prerequisite: Permission of the instructor.
Distribution Requirements: CL, SB.

POLSC 354 - War and Peace in the Middle East
Credits: 4
An examination of several types of conflicts - including revolutions, civil wars, interstate wars, and interventions - in the Middle East. Theories of each type of conflict are applied to specific cases. Peace processes are also analyzed and discussed in the context of resolving current regional crises. Through course readings, drawn from popular nonfiction, mainstream journals, and field-specific journals, students gain basic literacy in both qualitative and quantitative approaches to political science.
Prerequisite: POLSC 232 recommended.
Distribution Requirements: PD, SB.

POLSC 355 - The Arab-Israeli Conflict
Credits: 4
An examination of the history of Israeli-Arab relations from the late 19th century, with a focus on understanding why the conflict has been so intractable and the role played by third parties. Students read primary and secondary sources to explore both the historical background to the conflict and a wide range of perspectives on key issues.
Distribution Requirements: IP, PD.
Sophomore standing or higher recommended.

POLSC 387 - Comparative Political Theory
Credits: 4
An introduction to the emerging field of "comparative political theory," with an emphasis on political subjectivity. We first consider the very notion of thinking "comparatively" in political philosophy, critically assessing how to incorporate "non-western" ways of thinking about politics and comparing various ways of expanding thinking about politics beyond European and North American thought traditions. We then examine examples of Chinese, Buddhist, indigenous, and other approaches to reflect on how diverse historical experiences and cultural traditions can offer new insights into how we consider the relationship between the individual, society, the state, and the ecosystem.
Distribution Requirements: IP, PD.

POLSC 412 - U.S. Congress
Credits: 4
An examination of the functions, rules, customs and procedures of the United States Congress. Topics include the relationship between the national legislature and other governmental institutions, as well as between Congress and the electorate and the lobbyists. Also taken up is an analysis of informal groups,

the committee system, the leadership structure, and proposals for legislative reorganization.
Distribution Requirements: CL, SB.

POLSC 413 - U.S. Presidency
Credits: 4
The changing conceptions and interpretations of the presidential institution and the styles and strategies of the American presidents. Topics include the selection process; the executive advisory system; and the relationship between the President, the press, the Congress and the public. Also covered are decision-making in the White House and the powers, tenure and accountability of the President.
Distribution Requirements: CL, SB.

POLSC 414 - Bureaucratic Politics
Credits: 4
A study of multiple dimensions of public leadership in the U.S., including the tension between bureaucratic autonomy and democratic accountability with particular focus on the roles of executive power, congressional control, federalism, and the needs of the modern state. Review of the scholarly work on this topic in the areas of law, American politics, philosophy, and economics will enable students to develop analytical essays and research projects that demonstrate their understanding of the importance, complexity, and dynamism of bureaucratic politics in the American context.
Distribution Requirements: CL, SB.

POLSC 424 - Inequality and Social Policy
Credits: 4
An examination of the politics of social policy in advanced industrial democracies. Focusing on questions of economic and gender inequality, we study the main components of welfare states in the United Kingdom, Germany, Sweden, Italy, and the United States. We examine fundamental differences in social policy, the consequences of diverging welfare regimes, sustainability of welfare policies, and popular support for welfare states across countries.
Distribution Requirements: IP, PD.

POLSC 427 - The European Union
Credits: 4
An introduction to the institutions and politics of the European Union. Topics include the history and development of the EU, the extent of Europeanization in particular policy areas such antidiscrimination and monetary union, whether or the EU is a democratic institution, and the possible ascension of new member states such as Turkey.
Distribution Requirements: CL, SB.

POLSC 441 - Mexican Politics
Credits: 4
An examination of contemporary Mexican politics. Mexico transitioned to an electoral democracy in 2000. While some significant institutional reforms were made, many authoritarian patterns and practices continued into the democratic period. In this course, students examine Mexico's historical development, traditional practices of its authoritarian system, market reforms, democratization, and the bi-lateral relationship with the U.S. We also analyze major challenges of the current period, including indigenous

rights, migration, and the violent drug wars.
Distribution Requirements: IP, SB.

POLSC 459 - Civil Wars
Credits: 4
An analysis of why civil wars occur, when they become prolonged, how they end, and other major questions relating to this increasingly common type of conflict. Students apply theories on civil wars to explain the dynamics of specific conflicts and draw on knowledge of specific cases to refine existing theories. Topics include: competition for natural resources, ethnic conflicts, mass killing and other humanitarian implications of civil wars, and the roles of third parties in conflict resolution.
Prerequisite: Prior coursework in Political Science is strongly recommended.
Distribution Requirements: PD, SB.

POLSC 482 - Race and the American Political Mind
Credits: 4
A study of the role race plays in contemporary American politics. Our task is to understand why racial divisions and prejudices exist, to learn how differences in racial identity shape our experiences, attitudes, and political participation, and to consider means of overcoming racial prejudice and discrimination. We draw on political psychology to understand how people think, feel, and act when it comes to race. We consider how law has shaped racial inequalities. We investigate how politicians can strategically use prejudice to rally support for themselves and their policy positions. Finally, we consider strategies for addressing racial conflict and racial grievances.
Distribution Requirements: IP, PD.

POLSC 489 - Statistics and Data Analysis
Credits: 4
Techniques of quantitative analysis of social and political data. Topics include measurement, scaling, description, sampling, inference, and research design. Emphasis is on measures appropriate to nominal and ordinal variables and non-parametric techniques. Students will use the Statistical Package for the Social Sciences for computer analysis of archival data.
Prerequisite: Placement in mathematics courses above that level as determined by the Mathematics Placement Test, or permission of the instructor.
Distribution Requirements: QR.
All students planning to pursue any form of graduate education are advised to take this course.

POLSC 500 - Internship
Credits: 1-4
Credit-bearing internships are available through the Political Science Department, often in coordination with Career Education. Credit, and work done to earn such credit, is at the discretion of the supervising faculty member. Typically, internships for credit are offered during the summer. Students should consult with the relevant faculty member for information, approval, and requirements.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 520 - Internship in Environmental Law and Regulation, Office of Chief Counsel, Northwest Region, Department of Environmental Resources, Commonwealth of Pennsylvania
Credits: 2-4
An internship that acquaints the student with the basics of legal research and writing. Phase One is conducted as a small class, concentrating on, but not limited to, environmental regulation. A second phase of the internship (available to a more limited number of students each semester) focuses on the civil and criminal aspects of environmental law and regulation in Pennsylvania.
May be repeated for credit.
Must be taken Credit/No Credit.
Prerequisite: ENVSC 110; basic familiarity with the U.S. legal system; permission of instructor; and an interview with a lawyer in the Office of Chief Counsel. POLSC 221 is recommended.
Distribution Requirements: none.
Phase One: Two credits. Phase Two: The student contracts for semester hour credit, generally two credits.

POLSC 529 - Internship: Political Science
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
May only be taken on a Credit/No Credit basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 580 - Seminar: U.S. Politics
Credits: 4
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 581 - Seminar: Public Law
Credits: 4
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 582 - Seminar: Public Policy
Credits: 4
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 584 - Seminar: Comparative Politics
Credits: 4
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 585 - Seminar: International Politics
Credits: 4

Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 586 - Seminar: Comparative Politics
Credits: 4
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 587 - Seminar: Comparative Politics - National
Credits: 4
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 590 - Independent Study
Credits: 1-4
A written proposal is to be submitted to the professor prior to the semester in which the course will be taken.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 600 - Senior Project Proposal
Credits: 2
Required of all majors in preparation for the writing of the Senior Project. The course, which may be taken either during the spring of the junior year or the fall of the senior year, results in the writing of a specific Senior Project proposal that is presented in conference to a two-person faculty committee.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

POLSC 610 - Senior Project
Credits: 4
The Senior Project will be written in the semester following the POLSC 600 course. The project is supervised, read, and evaluated by a two-person faculty examining committee.
Must be taken on the letter-grade basis.
Prerequisite: POLSC 600 and permission of instructor.
Distribution Requirements: none.

Psychology

FSPSY 201 - Communication in a Discipline: Psychology
Credits: 4
An introduction to writing and speaking in the discipline of Psychology.
Must be taken on the letter-grade basis.
Prerequisite: FS 102 or FS 200 .

Distribution Requirements: none.
The topical material covered in this sophomore seminar varies from section to section and year to year. Some sections of this course may have additional prerequisites.

PSYCH 103 - Drugs and Society
Credits: 4
This course provides an overview of basic pharmacological principles, discusses behavioral and physiological mechanisms of action of several classes of medicinal and recreational drugs, and surveys the factors thought to contribute to responsible and irresponsible drug intake.
Distribution Requirements: SB, SP.

PSYCH 106 - Educational Psychology
Credits: 4
An introduction to the psychological theories that have influenced educational thought and shaped educational practice in American schools since the turn of the 20th century. Topics include Piaget's theory of cognitive development, Vygotsky's socio-cultural theory, behaviorism, information processing theory, constructivism, motivation and learning theory. Case studies and re-enactions of classroom scenarios are used to explore how each theory is applied in educational settings and to brainstorm solutions to educational problems.
Distribution Requirements: CL, SB.

PSYCH 110 - Foundations of Psychology
Credits: 4
An introduction to five major sub-areas of psychology: human development, learning and memory, motivation and emotion, social behavior, and individual differences. Students become acquainted with the major methods of data collection such as laboratory experiments, field and case studies, and observation; with important theories including the behavioral, biological, cognitive, psychodynamic, and humanistic points of view; and with findings of each sub-field. Important concepts are exemplified by a study of selected topics and applied issues within each of the five areas.
Distribution Requirements: SB, SP.

PSYCH 150 - Sensation and Perception
Credits: 4
An introduction to the phenomena and sensory processes that play a role in human visual and auditory perception. Topics include light and the visual pathways, contrast and contours, motion and space perception, color, depth and size, as well as perceptual development and learning. In addition, sound, the physiology of the auditory system, and language perception are examined. Particular concern is directed to the role of physiology and information processing models in understanding human perception. Extensive laboratory experiences that replicate some of the most important and often cited research in sensory and perceptual psychology are included as part of the course requirements. One laboratory period per week.
Distribution Requirements: SB, SP.

PSYCH 152 - Behavioral Psychology
Credits: 4

A study of basic processes and concepts in the conditioning and learning of human and nonhuman behavior, including acquisition and extinction, stimulus discrimination and generalization, avoidance and punishment, biological constraints on learning, and the role of motivation in learning. Theoretical trends in issues such as mediation, attention, memory, and concept learning are also discussed. Clinical and educational applications of basic principles of learning are explored. In addition, laboratory operant conditioning studies are conducted. Two 50-minute lectures and two laboratory periods per week.
Distribution Requirements: QR, SP.

PSYCH 154 - Physiological Psychology
Credits: 4
An examination of the relationships between brain function and behavior and the various methods by which physiological psychologists study these relationships. Content areas include basic neuronal physiology and brain anatomy, neural/endocrine interactions, methods in physiological psychology, control of movement, sexual development and behavior, sleep, ingestive behaviors, learning and memory, and physiological correlates of psychopathology.
Corequisite: PSYCH 155.
Distribution Requirements: SB, SP.

PSYCH 155 - Physiological Psychology Lab
Credits: 2
Introduction to the basic methods of brain investigation in physiological psychology via a set of experiments involving surgical and histological preparations. Designed to complement materials discussed in PSYCH 154. One laboratory period per week.
Corequisite: PSYCH 154.
Distribution Requirements: none.

PSYCH 160 - Life Span Developmental Psychology
Credits: 4
Theory and methods of understanding the nature of human development over the life span are compared and evaluated. Individual development is studied as a function of biological, social, and psychological factors. Life stages are examined and differences in individual experiences are evaluated in relation to social systems, such as family and community. Continuity and change are considered in terms of personality, identity, and roles. Cultural diversity in accomplishing developmental tasks is emphasized.
Distribution Requirements: IP, SP.

PSYCH 162 - Human Social Behavior
Credits: 4
Social psychology is the study of how the individual affects and is affected by social situations. This course surveys the major topics, theoretical models, and applications in this area of psychology. Included are attribution, attitudes, interpersonal attraction, social influence, groups, aggression and sex roles.
Distribution Requirements: SB, SP.

PSYCH 164 - Cognitive Psychology
Credits: 4
The study of human mental processes, including attention, perception, memory, language and problem

solving. Course content includes cognitive strengths, such as creativity and expertise, and weaknesses, such as biases and mindlessness. Differences related to gender, age and culture are also considered.
Distribution Requirements: SB, SP.

PSYCH 170 - Adult Psychopathology
Credits: 4
An introduction to concepts and contemporary categories of abnormal behavior from several points of view: biological, behavioral, cognitive, psychodynamic and humanistic. Additional topics include consideration of how theoretical orientations guide contemporary research and reflect therapy techniques.
Distribution Requirements: SB, SP.

PSYCH 172 - Health Psychology
Credits: 4
An introduction to the relation between behavior and physical, as well as mental, health. General psychological principles are studied as they apply to health behaviors including the role of behavior in the etiology and treatment of disease; problems with eating, drinking, sleeping, and sex; reactions to disease; and maximization of longevity and quality of life.
Distribution Requirements: SB, SP.

PSYCH 178 - Positive Psychology
Credits: 4
An examination of human strengths, caring, and helping behavior from the perspectives of emotions, motivation, traits, and environmental factors. Topics include personal and community well-being, coping and problem-solving, creativity, optimal performance, and altruism.
Distribution Requirements: CL, SB.

PSYCH 206 - Research Methods in Psychology
Credits: 4
The first course in a two-semester sequence in research methods and statistics in psychology. Topics include research designs (e.g., descriptive, correlational, quasi-experimental, and experimental), issues in research design and interpretation (e.g., reliability, validity, and controlling sources of variance), ethics in research, descriptive statistics, graphical methods of data presentation, an introduction to statistical data packages, writing the methods section of a scientific report, and literature searching in psychology.
Prerequisite: A core course in Psychology.
Distribution Requirements: QR, SP.
Students are strongly encouraged to take PSYCH 207 in the semester following PSYCH 206.

PSYCH 207 - Statistical Methods in Psychology
Credits: 4
The second course in a two-semester sequence, focusing on statistical methods. Topics include probability and the logic of hypothesis testing, confidence intervals and effect sizes, parametric statistical tests (e.g., t-tests, ANOVA, and regression), nonparametric statistical tests, use of statistical data packages, and writing the results of a scientific report.
Prerequisite: PSYCH 206 with a grade of C- or better.

Distribution Requirements: QR, SP.
Students are strongly encouraged to take PSYCH 207 in the semester following PSYCH 206.

PSYCH 307 - Intermediate Statistics
Credits: 4
A continuation of topics discussed in introductory statistics courses. Topics include, but are not limited to, simple effect tests for interactions, False Discovery Rate, linear and polynomial regression analyses, coding for multicategorical predictor variables, and mediation (simple, parallel, and serial) and moderation. In addition, we will compare and contrast Frequentist and Bayesian inference and learn how to conduct basic Bayesian analyses. The course emphasizes close readings of peer reviewed publications and analyzing and reporting data using the JASP statistical package. This course is recommended for students interested in going to graduate school for psychology/other research disciplines or for those who wish to go into careers doing data analytics or research.
Prerequisite: One of the following courses: PSYCH 207, ECON 202, BIO 385, OR MATH 345.
Distribution Requirements: QR, SP.

PSYCH 350 - Clinical Psychology
Credits: 4
An overview of clinical psychology including: consideration of clinical psychology as a behavioral science and/or profession, origins and development of the field, models of clinical training, controversies regarding legal and ethical issues, and processing and communication of assessment data and procedures. Specialized topics or areas are studied and reported by students in some depth. These may include single or clusters of diagnostic categories; individual, group, and family therapy approaches; and community interventions. Topics vary from year to year.
Prerequisite: PSYCH 206, and PSYCH 170 or PSYCH 172.
Distribution Requirements: PD, SB.
This course satisfies the structures of power and privilege (SPP) requirement for Psychology majors.

PSYCH 360 - Health and Psychophysiology
Credits: 4
The impact of psychological principles, stress, emotionality, personality, and self-defeating behaviors on health. The practice of health psychology is examined by analyzing psychological responses and the physiological concomitants involved.
Prerequisite: PSYCH 206, and PSYCH 170 or PSYCH 172. *Corequisite:* PSYCH 365.
Distribution Requirements: SB, SP.

PSYCH 365 - Health and Psychophysiology Lab
Credits: 2
A series of laboratory experiments in psychophysiology. Students learn to assess EMG, EOG, EDA, ECG, EGG, respiration, pulse, and blood pressure responses to psychological stimuli. Moreover students study the relationship of these responses to health. Designed to complement issues discussed in PSYCH 360. One laboratory period per week.
Prerequisite: PSYCH 206, and PSYCH 170 or PSYCH 172. *Corequisite:* PSYCH 360.
Distribution Requirements: SP.

PSYCH 370 - Tests and Measurement
Credits: 4
An introduction to the background and methodology of psychological and educational assessment. Discussion focuses on test theory, including reliability, validity, norms, and errors of measurement. Attention is given to selecting and evaluating devices intended for the assessment of mental ability, achievement, personality and interests. Controversies and issues in testing including cultural and ethical issues are considered.
Prerequisite: PSYCH 206 and any core course in Psychology.
Distribution Requirements: QR, SP.

PSYCH 375 - Community Psychology
Credits: 4
An exploration of community dynamics with attention to local and national issues. Various psychological perspectives are used to address such questions as: What makes communities work well? What challenges do communities face in the 21st century? How can communities support the well-being of all of their citizens? How do citizens mobilize available assets and resources? The course includes site visits and a community participation component.
Prerequisite: One core course in psychology from either the Human Processes (160s) or Individual Differences (170s) category, and PSYCH 206.
Distribution Requirements: CL, SB.
This course satisfies the structures of power and privilege (SPP) requirement for Psychology majors.

PSYCH 380 - Applied Behavior Analysis
Credits: 4
A study of the application of basic research on behavior principles to real-world problems. This is accomplished through an in-depth reading of the research literature in behavior therapy as well as an examination of conceptual and ethical issues. Applied research design and behavior therapy techniques are presented as we study particular behavior problems. Topics include: self-injurious behavior, health and wellness, safety, aggression, workplace performance, academic performance and classroom behavior, anxiety and drug abuse.
Prerequisite: PSYCH 152 or PSYCH 416, and PSYCH 206.
Distribution Requirements: QR, SP.

PSYCH 401 - Foundational Helping Skills: Research and Practice
Credits: 4
An introduction to foundational helping skills, the interview process, and best practices in the field. Our study is based on a "beginning, middle, and end" model of the therapeutic process, which we examine through different theoretical perspectives. Students focus on cultivating helping and interviewing skills that can be applied within any area of psychology and review strategies for obtaining accurate information and avoiding bias in the interview. This class develops skills useful for graduate school in the helping field or for entry-level helping professions, and for those who want to develop listening skills essential for personal and professional success. This class includes both a lecture/discussion section and a lab section.
Prerequisite: Junior/Senior standing, a declared Psychology major, and permission of the instructor.
Distribution Requirements: SB.

PSYCH 404 - Child Clinical Psychology
Credits: 4
An examination of child clinical psychology, focusing on assessment and treatment of child psychopathology. Students explore the complexity of diagnosing and treating disorders in childhood through the close reading of empirical research articles, case examples, role plays, and in-class discussion. Students evaluate and demonstrate the evidence-based assessment and treatment techniques for childhood disorders, as well as consider current controversies and ethical dilemmas in the field.
Prerequisite: PSYCH 206 and PSYCH 170 or PSYCH 172.
Distribution Requirements: SB.

PSYCH 411 - Systems Neuroscience
Credits: 4
An examination of our current knowledge of the neural processes underlying behavior and mental processes from the perspective of systems neuroscience. The focus is on how this perspective utilizes a combination of behavioral, electrophysiological, anatomical and biochemical approaches in order to increase our understanding of these processes. These issues are addressed through both the critical evaluation of the existing experimental literature and also the processes involved in the development of a research project utilizing these techniques. Current ideas regarding the processes involved in both normal and abnormal function in areas such as learning and memory, motivation, cognition and personality are discussed.
Prerequisite: PSYCH 206 and one of the following: PSYCH 154, BIO 380 or NEURO 110.
Distribution Requirements: SB, SP.

PSYCH 412 - Verbal Behavior
Credits: 4
An analysis of the acquisition of language and communication from a behavioral learning perspective. We examine in detail how forms of verbal behavior, such as speaking, listening, writing, and thinking, originate and are modified through interactions with other members of the verbal community. Emphasis is placed on the function, rather than the form, of verbal behavior and communication. Specific topics include audience control over verbal behavior, the function of grammar and syntax in oral and written communication, thinking and other private forms of communication, and self-editing in thinking, writing, and speaking.
Prerequisite: PSYCH 152 *Corequisite:* PSYCH 416.
Distribution Requirements: QR, SP.

PSYCH 415 - Behavioral Pharmacology
Credits: 4
An in-depth examination of the methods used in the systematic discovery of clinically efficacious drugs. A central focus of this course is the techniques used to better understand the behavioral actions of drugs through laboratory analysis. Topics include the stimulus properties of drugs, drug effects on learning and memory, and how complex operant behavior may be altered by various drugs. Ethical issues concerning human and nonhuman research are also discussed. In addition, the course emphasizes a critical evaluation of relevant literature.
Prerequisite: PSYCH 206, and PSYCH 152, PSYCH 154, or BIO 380.
Distribution Requirements: QR, SP.

PSYCH 416 - Experimental Analysis of Behavior
Credits: 4
Designed to explore complex issues in the experimental analysis of behavior. Topics include matching equation and maximizing; conditioned motivative relations; rule-governed behavior; adjunctive behavior; schedule-induced behavior, and other aspects of operant behavior. In addition, the course provides the student with an overview of the applications of behavioral technology.
Prerequisite: PSYCH 206, and PSYCH 152 or PSYCH 415.
Distribution Requirements: QR, SP.

PSYCH 423 - Gender and Families
Credits: 4
An examination of issues raised by the diverse roles that women, men, and children play in families. Although the primary focus is families in the United States, cross-cultural variations in family forms are also addressed. We pay particular attention to the social construction of gender in families, examining families in their social, economic, and political contexts. Topics include adult intimate relationships, ideologies of motherhood and fatherhood, the dynamics of power relations in families, and the impact of social policies on families' lives.
Prerequisite: One core course in Psychology from the Human Processes (160s) category, or permission of the instructor.
Distribution Requirements: PD, SB.
This course satisfies the structures of power and privilege (SPP) requirement for Psychology majors.

PSYCH 441 - Human Memory Processes
Credits: 4
An examination of the encoding, storage, and retrieval processes of human memory: Special attention is given to classic and current models of memory from the fields of cognitive psychology and cognitive neuroscience. This discussion-oriented course critically examines arguments and techniques presented in primary sources. Topics covered include individual differences in memory, constructive memory, emotional memory, and memory across the lifespan.
Prerequisite: PSYCH 206, and PSYCH 164 or PSYCH 150.
Distribution Requirements: SB, SP.

PSYCH 450 - Contemporary Social Issues
Credits: 4
An application of current psychological research and theory to selected contemporary social issues. Topics change yearly. Issues such as sustainability and environmental injustice, technology and social behavior, social movements, gender and multiracial identity, intersectionality, violence, and conflict resolution will be examined. This course is a discussion course using original sources.
Prerequisite: One core course in Psychology.
Distribution Requirements: PD.
This course satisfies the structures of power and privilege (SPP) requirement for Psychology majors.

PSYCH 452 - Psychology of Prejudice
Credits: 4
An overview of the theoretical perspectives, research methods, empirical findings, and practical

applications of psychological research on prejudice, stigma, and intergroup relations. Topics include, but are not limited to, the development of prejudice among children, the role of cognitive, social, personality, and motivation factors in maintaining prejudice and stigma, the psychological consequences of prejudice and stigma, and strategies for reducing prejudice, stigma, and intergroup conflict.
Prerequisite: PSYCH 110, or one core course in Psychology from either the Human Processes (160s) or Individual Differences (170s) category, or permission of the instructor.
Distribution Requirements: PD.
This course satisfies the structures of power and privilege (SPP) requirement for Psychology majors.

PSYCH 464 - Psychology of Intergroup Conflict and Violence
Credits: 4
An examination of the processes underlying conflict and violence between groups, with an emphasis on Social and Political Psychology. By use of experiential activities, discussions, audiovisual material, and group work, we examine the nature of structural violence and proceed to discuss the dynamics behind conflict escalation and direct violence. Topics include the cognitive roots of conflict escalation, personality factors in aggression and violence, justification of violence, the psychology of torture and genocide, the role of women and children in armed conflicts, and what psychology can contribute to intergroup dialogue, contact, and post-conflict healing and reconciliation.
Prerequisite: Permission of the instructor, or PSYCH 206 and one of PSYCH 160, PSYCH 162 or PSYCH 164.
Distribution Requirements: PD, SB.
This course satisfies the structures of power and privilege (SPP) requirement for Psychology majors.

PSYCH 466 - Industrial/Organizational Psychology
Credits: 4
A science-based examination of human behavior in work settings. Topics include recruitment, selection, training, and evaluation of employees; work motivation, job satisfaction, and stress; group processes and decision-making in the workplace; and the effects of physical and psychological environment, including work systems, on work behavior. An introduction to human factors research is included.
Prerequisite: One core course in Psychology or permission of the instructor.
Distribution Requirements: SB, SP.

PSYCH 469 - Legal Psychology
Credits: 4
An examination of the relationship between psychology and the legal system. Research theories and methodologies from social, cognitive, developmental, and clinical psychology will be used to understand the legal system. We will compare and contrast the law's informal theories of human behavior with psychologists' understanding of behavior through empirical studies. Topics include, but are not limited to, jury selection, pre-trial publicity, eyewitness memories, police interrogations and confessions, and lie detection.
Prerequisite: PSYCH 110, or one core course in Psychology from either the Human Processes (160's) or Individual Differences (170's) category.
Distribution Requirements: CL, SB.

PSYCH 482 - Intercultural Mental Health
Credits: 4
A study of issues related to mental health through the lens of different cultural practices and standards in different ethnic groups in the US and around the globe. We explore societal stigma associated with mental illness on a cultural level and further investigate how elements of power privilege and difference impact the access and availability of mental health services across different ethnic groups. We also explore culture-specific forms of mental illness which are unique only in certain cultural groups around the world. Lastly, we delineate the notion of ethnocentric bias in conducting research and interpreting findings and build knowledge that enhances our cultural competency.
Prerequisite: PSYCH 206 and one of PSYCH 160, PSYCH 162, PSYCH 170, or PSYCH 172.
Distribution Requirements: IP, PD.

PSYCH 501 - Internship at CHAPS
Credits: 2
An internship at the Crawford County Center for Mental Health Awareness (CHAPS). CHAPS is an agency that provides a drop-in center, housing assistance, job training and other services for mental health consumers. The intern works with staff and consumers to assess satisfaction with services, conduct advocacy and education about mental health issues, and facilitate the work of the drop-in center. The student is jointly evaluated by the CHAPS staff and the faculty liaison:
May be repeated for credit.
Prerequisite: PSYCH 170 and approval of the internship liaison. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

PSYCH 502 - Internship at the State Correctional Institution, Cambridge Springs
Credits: 2
An internship at the State Correctional Institution at Cambridge Springs (SCICS), a minimum-security women's prison. The intern works with the prison's treatment staff, observes group therapy and other group counseling techniques, typically in specialized group settings such as those for substance abusers or sexual offenders, and learns about the multidisciplinary approach to inmate rehabilitation. The student is jointly evaluated by the SCICS staff and the faculty liaison.
May be repeated for credit.
Prerequisite: PSYCH 170 and approval of the internship liaison. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

PSYCH 503 - Internship at the Meadville Medical Center, Pain Management Center
Credits: 2
An internship at the Pain Management Center at the Meadville Medical Center. The intern observes and/or participates in various aspects of the multidisciplinary treatment of chronic pain, including educational presentations, individual psychotherapy, physical therapy, biofeedback and medical procedures. The student is jointly evaluated by the Pain Management Center staff and the faculty liaison.
May be repeated for credit.
Prerequisite: PSYCH 170 and approval of the internship liaison. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

PSYCH 505 - Internship in Psychological Research
Credits: 2 or 4
Research experience at Allegheny College to be directed by any member of the Psychology Department. The completed project is evaluated jointly by the supervising faculty member and the liaison person.
May be repeated for credit.
Prerequisite: PSYCH 206; PSYCH 207; permission of instructor; and approval of the internship liaison.
Distribution Requirements: none.

PSYCH 506 - Internship in Surveying and Data Analysis
Credits: 2-4
An internship with one or more local social service agencies in which the intern assists in the design, pre-testing, implementation, and evaluation of survey instruments. Additional responsibilities might include cataloguing, evaluation, and other data management procedures. Provides hands-on experience for students with research methods, statistics, and data management.
May be repeated for credit.
Prerequisite: PSYCH 206; PSYCH 207; permission of instructor; and approval of the internship liaison.
Distribution Requirements: none.

PSYCH 520 - Internship at Bethesda Youth Services, Meadville
Credits: 2
An internship in therapy and evaluation programs for delinquent and dependent adolescents in short-term or long-term residential group-home or settings. Students are evaluated jointly by the Bethesda staff and the faculty liaison and on the keeping of a daily journal.
May be repeated for credit.
Prerequisite: PSYCH 160 or PSYCH 170; approval of the internship liaison. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

PSYCH 522 - Internship in Child Care
Credits: 2
An internship at one of two child care sites: Meadville Children's Center or Head Start Meadville Branch.The internship 1) acquaints the student with a child care agency serving children four years of age and under; 2) enables the intern to observe normal physical, cognitive, and social-emotional developmental processes in young children; 3) involves the student in planning and implementing appropriate activities for infants, toddlers, and preschoolers; and 4) requires that the intern read current theory and research and reflect on social issues and public policies regarding young children and their families. The intern meets regularly with an agency administrator for discussion and supervision and confers regularly with the internship instructor to review assigned readings. The intern's performance is evaluated by the on-site supervisor in consultation with the supervising faculty member. In addition, the supervising faculty member will evaluate the student's journal, which integrates the on-site experiences with the assigned readings.
May be repeated for credit.
Prerequisite: PSYCH 160 and approval of the internship liaison. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

PSYCH 525 - Internship with Active Aging
Credits: 2
Active Aging is a state-supported area office on aging that provides a wide variety of services to senior citizens living in Crawford County. The center provides congregate meals, home-delivered meals, educational activities, health-promotive services and activities, and social activities for active seniors. The student becomes involved in several facets of operating a center for older adults, from developing appropriate activities and services to implementing them. The internship involves selected readings and discussion with the on-site supervisor and staff. Professional performance is evaluated by the on-site supervisor in consultation with the supervising faculty member. The student's academic performance is evaluated via a journal of internship experiences and a research paper.
May be repeated for credit.
Prerequisite: PSYCH 160 and approval of the internship liaison. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

PSYCH 527 - Internship with Wesbury United Methodist Retirement Community
Credits: 2
The internship provides students with an opportunity to observe and to be involved in the operation of a retirement community, as well as to interact with residents. Depending on the student's interest, the internship experience can be tailored to include, but is not limited to activities, programming, health advancement, community outreach, public relations, accounting, and administration. Performance will be evaluated jointly by the on-site supervisor and the supervising faculty member.
May be repeated for credit.
Prerequisite: PSYCH 160 and approval of the internship liaison. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

PSYCH 529 - Internship: Psychology
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PSYCH 530 - Internship in the Teaching of Psychology
Credits: 1-4
Designed to provide practical teaching experience in a variety of Psychology courses, this internship involves working closely with an instructor in a particular course such as Introductory Psychology, Learning, or Physiological Psychology. Although the specific duties vary with the course involved, students may be asked to attend lectures, act as discussion facilitators, hold regular office hours, assist with laboratory sessions, and act as writing tutors. In addition to the practical work, the student intern meets on a regular basis with the supervisor to review his or her work. Interns are also exposed to some of the basic principles of learning and cognitive psychology as they apply to teaching and learning.
May be repeated for credit.
Must be taken Credit/No Credit.

Prerequisite: Permission of instructor and approval of the internship liaison.
Distribution Requirements: none.

PSYCH 540 - Internship Seminar
Credits: 2
A corequisite course for all students participating in applied internships in the Psychology department (i.e., all internships except PSYCH 505, PSYCH 506 and PSYCH 530). The course focuses on integrating students' internship experiences with their understanding of psychological theory and research. Students meet biweekly during the first two weeks and last two weeks of the semester and weekly during the balance of the semester. Topics such as ethics, appropriate workplace behavior, and relationships with supervisors and co-workers provide the focus of the early meetings, and the rest of the semester is devoted to examining students' internship experiences and the on-going ethical or practice issues. A paper and formal in-class presentation, assessing the relationship of the student's field experience to current psychological theory and research, are required.
May be repeated for credit.
Prerequisite: Permission of instructor. *Corequisite:* Any Psychology Department internship (except PSYCH 505, PSYCH 506 or PSYCH 530), or any of WGSS 501, WGSS 502 or WGSS 503.
Distribution Requirements: none.

PSYCH 550 - Junior Seminar: Clinical Disorders
Credits: 4
An examination of current research and theory about the nature and qualities of psychological disorders, particularly those included in the Diagnostic and Statistical Manual of Mental Disorders. Topics may include the following: What are the relative strengths and weaknesses of correlational, experimental, and single case designs in clinical research? How can the psychological, social and physiological precursors of various disorders be understood in relation to one another? Can the effects of medication or psychotherapy be used as evidence for or against a particular cause for a disorder? The course may focus on adult or adolescent disorders and emphasizes close reading of selected primary sources, in-class discussion, and extensive writing, culminating in a detailed research proposal.
Prerequisite: PSYCH 206; PSYCH 207; one of PSYCH 170, PSYCH 172, PSYCH 176 or PSYCH 178; and permission of instructor.
Distribution Requirements: none.

PSYCH 553 - Junior Seminar: Behavioral Research on Alcohol
Credits: 4
An examination of translational approaches to the study of alcohol use and abuse. Aspects related to alcohol drinking, including use patterns, alcohol use disorder diagnostic criteria, epidemiology, comorbidity, risk factors, and treatment will be discussed. Emphasis is placed on the effects of alcohol on several organ systems, chief among which is the nervous system. Foundational and current research on alcohol will be discussed, with a specific focus on how studies in humans can be translated to animal models. This course emphasizes careful reading of the scientific literature, in-class discussion, oral presentations, and extensive writing, culminating in a research proposal.
Prerequisite: PSYCH 206 and PSYCH 207 or BIO 385; one of PSYCH 152, PSYCH 154, PSYCH 170, PSYCH 172, or NEURO 110; and permission of the instructor.
Distribution Requirements: none.

PSYCH 554 - Junior Seminar: Developmental Issues of Adolescence and Young Adulthood
Credits: 4
An examination of the theories, research, and empirical findings associated with biological, psychological, and social aspects of development in adolescence and young adulthood. Topics covered include issues surrounding identity, self-esteem, social and moral development, gender differences, family and peer relations, romantic relations and sexuality, influence of social media, and psychopathology. Examination of cultural variations in adolescent and young adulthood development is an underlying theme in most discussions. Our study emphasizes reading of selected primary sources, in-class discussion and presentation, and extensive writing, and culminates in a detailed research proposal.
Prerequisite: PSYCH 206; PSYCH 207; one of PSYCH 160, PSYCH 162, or PSYCH 164; and permission of instructor.
Distribution Requirements: none.

PSYCH 557 - Junior Seminar: Behavioral Mechanisms of Drug Action
Credits: 4
A study of the various behavioral and environmental mechanisms by which drugs and other substances may alter behavior. Students examine the actions of drugs from a behavior and analytic perspective. Specific topics include the factors involved in the initiation and maintenance of self-administered drugs. Moreover, the students examine the status of behavioral pharmacology in the area of neuroscience, in addition to ethical issues. Of primary concern is the examination of the development of a scientific analysis of the effects of drugs on human and nonhuman behavior.
Prerequisite: PSYCH 206; PSYCH 207; one of PSYCH 150, PSYCH 152 or PSYCH 154; and permission of instructor.
Distribution Requirements: none.

PSYCH 558 - Junior Seminar: Behavioral Neuroscience
Credits: 4
Examination of research on basic neural processes underlying behavior and mental processes. Students engage in the examination and evaluation of research addressing questions regarding the neural bases of motivation, learning, and cognition. Various techniques are discussed, including electrophysiological, anatomical, and biochemical. The relevance of such basic research to clinical disorders is addressed.
Prerequisite: PSYCH 206; PSYCH 207; one of PSYCH 150, PSYCH 152 or PSYCH 154; and permission of instructor.
Distribution Requirements: none.

PSYCH 563 - Junior Seminar: Developmental Psychopathology
Credits: 4
An examination of the etiology, diagnosis, and treatment of psychological disorders across childhood and adolescence. Students apply developmental principles to the study of high-risk youth to understand different pathways leading to emotional problems, maladaptive behavior, and developmental delays and disturbances. Students examine the psychological, sociocultural, and biological factors that promote or hinder optimal development and consider different perspectives on theory, ethics, research, and assessment. The course emphasizes close reading of peer-reviewed publications and in-class discussion. Each student develops a research proposal over the course of the semester.
Prerequisite: PSYCH 206, PSYCH 207, one of PSYCH 160, PSYCH 170, or PSYCH 172, and

permission of instructor.
Distribution Requirements: None.

PSYCH 565 - Junior Seminar: Psychology of False Confessions
Credits: 4
An examination of the influence of interrogations and false confessions in the criminal justice system. We begin with a discussion on Miranda rights and how the use of psychologically coercive tactics may lead to false confessions. Students will then learn how a false confession from an interrogation cascades and influences forensic analyses, jury decision-making, and perceptions of wrongfully convicted exonerees. This course emphasizes both close reading of peer-reviewed publications for naturalistic and laboratory studies as well as in-class discussion. Each student will develop a research proposal over the course of the semester.
Prerequisite: PSYCH 206, PSYCH 207, and PSYCH 162 or PSYCH 164, and permission of instructor
Distribution Requirements: None.

PSYCH 579 - Junior Seminar: The Psychology of Power
Credits: 4
An examination of current social science research and theory related to power, power dynamics, and social status. Topics may include; the impact of power and status (or lack thereof) on health, physiology and cognitive performance, the maintenance/destruction of structures of hierarchy, the impact of individual differences related to feelings of domination over social groups and the environment, challenges/barriers related to discussing and disclosing social status, and leadership. The course emphasizes close reading and in-class discussion/presentation of social psychology and behavioral economics research related to power culminating in students writing a detailed research proposal.
Prerequisite: PSYCH 162, PSYCH 206; PSYCH 207, and permission of instructor.
Distribution Requirements: none.

PSYCH 581 - Junior Seminar: The Psychology of (Im)morality
C*redits:* 4
An examination of the processes underlying immoral behavior with an emphasis on Social Psychology and adjacent fields like Philosophy, Social Neuroscience, and Behavioral Economics. Largely by means of reading and discussing peer-reviewed publications, we start by reflecting on different conceptualizations of morality and its importance to living in groups. We then explore various recent findings on who behaves immorally, why, and when. As importantly, we address several ways in which humans justify immoral and unethical behavior to themselves and others. Each student develops a research proposal over the course of the semester.
Prerequisite: PSYCH 206; PSYCH 207; one of PSYCH 160, PSYCH 162 or PSYCH 164; and permission of instructor.
Distribution Requirements: none.

PSYCH 590 - Independent Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PSYCH 591 - Group Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PSYCH 592 - Teaching in the Elementary or Secondary Schools
Credits: 1-4
May be repeated for credit.
Distribution Requirements: none.

PSYCH 593 - Peer Mentoring
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

PSYCH 600 - Senior Project
Credits: 2
First semester of a two-semester senior project.
Prerequisite: PSYCH 207, one Advanced Topics course, the Junior Seminar, and permission of instructor.
Distribution Requirements: none.
Students must submit a one-page research proposal that must be approved by the faculty readers for the Senior Project before registration will be permitted.

PSYCH 610 - Senior Project
Credits: 4
Second semester of a two-semester senior project.
Prerequisite: PSYCH 207, one Advanced Topics course, the Junior Seminar, and permission of instructor.
Distribution Requirements: none.

PSYCH 620 - Senior Project
Credits: 4
A one-semester senior project.
Prerequisite: PSYCH 207, one Advanced Topics course, the Junior Seminar, and permission of instructor.
Distribution Requirements: none.
Students must submit a one-page research proposal that must be approved by the faculty readers for the Senior Project before registration will be permitted.

PSYCH 630 - Senior Project Seminar
Credits: 4
A one-semester senior project or the second semester of a two-semester project, completed with a group of students with similar research topics.
Prerequisite: PSYCH 207, one Advanced Topics course, the Junior Seminar, and permission of instructor.
Distribution Requirements: none.

Students must submit a one-page research proposal that must be approved by the faculty readers for the Senior Project before registration will be permitted.

Public Humanities

PHUM 600 - Senior Project I
Credits: 2
A mandatory preparatory seminar for PHUM 610. Students conduct exploratory research, and develop a focused topic. Much of the work for the seminar is conducted independently. The culminating assignment is a Comprehensive Project Proposal.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

PHUM 610 - Senior Project II
Credits: 4
A continuation of PHUM 600. The student completes the research and construction of their final public facing project which may be in the various interdisciplinary forms of the public humanities. Student gives an oral defense of the Senior Project.
Prerequisite: Permission of instructor.
Distribution Requirements: None.

Religious Studies

FSREL 201 - Communication in a Discipline: Religious Studies
Credits: 4
An introduction to writing and speaking in the discipline of Religious Studies.
Must be taken on the letter-grade basis.
Prerequisite: FS 102 or FS 200 .
Distribution Requirements: none.
The topical material covered in this sophomore seminar varies from section to section and year to year. Some sections of this course may have additional prerequisites.

RELST 130 - The New Testament
Credits: 4
A literary and historical critical examination of the various interpretations of Jesus Christ, his life and mission, as preserved in the writings of the New Testament. The New Testament is also investigated as an expression of the faith of the earliest Christian communities and as a reflection of the issues that concerned them.
Distribution Requirements: HE, SB.

RELST 140 - Islam: Faith, History, and Culture
Credits: 4
An introduction to the Islamic faith through its history and its practices from the seventh century to the

present. We consider the way Islam has adapted and changed through time and over different regions, balancing universal aspects of the faith with the particular adaptations encountered in the lived experience of Muslims. Using a variety of media, including music and art, we examine the voices of Arabic-speaking Muslims (in translation), but also Persian, Turkic, and American expressions.
Distribution Requirements: HE, PD.
This course counts toward the International Studies major.

RELST 146 - Islam in America
Credits: 4
A survey of the variety of Islamic adaptations in North America from the forced migrations of the first Muslims from Africa through present-day American Muslim youth cultures. The course examines the practices and self-understandings of the Nation of Islam and other so-called "Black Muslim" movements, as well as the impact of changes over time of racial constructions.
Pre- or Corequisite: RELST 140 is recommended.
Distribution Requirements: HE, SB.
This class counts towards the Black Studies minor.

RELST 147 - Judaism
Credits: 4
A survey of the Jewish experience, examining the historic forces that shape the belief and practices of Judaism. We examine issues in Jewish life such as the relationships among God, Torah, and (the people) Israel through ritual, sacred literature, and theology. Topics include Jewish faith and practice, the Bible from a Jewish perspective, rabbinic literature, the importance of Zionism and the State of Israel, and movements within American Judaism.
Distribution Requirements: HE, PD.
This course counts toward the International Studies major.

RELST 150 - Religious Traditions of India
Credits: 4
An examination of the religious traditions of the Indian subcontinent from their origins to modern sectarian movements. Emphasis is given to the formation, thought, and interactions between the Vedic traditions, Jainism, Buddhism, Islam, and Sikhism, as well as the effects of colonialism on religious life and thought. The importance of sacrifice, the sacramental and social structure of life, myth, temples, puja, festivals, and pilgrimage is considered.
Distribution Requirements: HE, IP.

RELST 160 - Buddhism
Credits: 4
An examination of the life and teachings of the Buddha, the rise of the Therevada and Mahayana schools, and the spread of Buddhism to Tibet and Japan (e.g. Pure Land and Zen sects). Major consideration is given to such issues as suffering, non-self, dependent origination, karma, rebirth, world renunciation, meditation and nirvana.
Distribution Requirements: HE, IP.
This course counts toward the International Studies major.

RELST 165 - Japanese Religions from A to Zen
Credits: 4
A survey of the major religious traditions of Japan from prehistory to the present. This can include forms of Buddhism, Shintō, mountain religions, Christianity, Confucianism, and new religious movements. We discuss the ways that these traditions were formed and transformed through contact with Japanese culture and each other. We analyze how the beliefs, doctrines, and practices of Japanese religious traditions have been applied to or affected contemporary issues such as gender or status discrimination, medical ethics, disaster relief, and international politics. We also discuss how these traditions have influenced literature, theater, manga, and anime.
Distribution Requirements: HE, IP.
This course counts toward the International Studies major.

RELST 170 - Religions of China
Credits: 4
A study of the major traditions of China, Confucianism, Taoism, Buddhism, and folk religion. The Chinese religion is considered on four levels: the personal, the family, community, state. The course concludes with a look at religion in contemporary China: Maoism and its decline and the Buddhist struggle to survive.
Distribution Requirements: HE, SB.
This course counts toward the International Studies major.

RELST 174 - Black Faith and Thought
(also listed as BLKST 174)
Credits: 4
An introductory survey of the Black religious experience in the United States from the early twentieth century to the present. Students explore the doctrines, traditions, and practices of prominent and obscure Black religious leaders, movements, and organizations. The exploration includes examining how Black faith and thought have evolved to offer critical religio-cultural and religio-racial responses to contemporary socio-political issues and challenges faced by the Black community in the US (e.g., race, gender, sexuality, social reform).
Distribution Requirements: HE, PD.

RELST 180 - Religion in American Life
Credits: 4
A social history of Protestant, Catholic, and non-Christian groups in the U.S. context; the role of women and African Americans in various religions is included along with the emergence of sects and denominations, and the religious faiths of immigrant and ethnic populations. The course examines the inherent tension between the Protestant mainstream and the religious diversity resulting from the First Amendment guarantee of religious freedom.
Distribution Requirements: HE, SB.

RELST 200 - Christian Ethics
Credits: 4
An introduction to the study of Christian ethics considered within an ecumenical framework and across the broad span of the history of theology. Focusing on the primary issues that arise for any ethic that is

identifiably Christian, this inquiry also involves learning to analyze and construct moral arguments.
Distribution Requirements: HE, PD.
This course counts towards the Community and Justice Studies major and minor.

RELST 215 - Marriage and Sexuality in Islam
Credits: 4
A study of the various marriage and sexual practices in Islamic history beginning with pre-Islamic Arabia and ending with the modern Muslim world. We examine how Muslims understood sex, arranged sexual relationships, and structured marriage contracts. Special attention is paid to how Muslim women were placed within sexual relationships and how they navigated different cultural and religious rules to their advantage. Attention is also paid to modern attempts to reform Islamic law in an effort to seek greater gender equality.
Distribution Requirements: HE, SB.

RELST 225 - Global Religious Education
Credits: 4
An examination of religious education in a variety of cultural and historical settings. Students explore instruction of religious thought and practices in religious and secular settings from ancient Indian Buddhist universities to modern Middle Eastern madrasas. Students grapple with concepts such as textual fundamentalism, gender equality in education, religious education in public schools, and tradition versus innovation as they consider religious education around the globe.
Distribution Requirements: IP, SB.

RELST 229 - The Hebrew Bible
Credits: 4
An examination of the Hebrew Bible and the rabbis' unique process of interpretation called midrash. This course encourages a multi-faith conversation on the challenges posed by these texts to people of the twenty-first century and cultivates awareness of the contemporary relevance of the so-called "Old Testament." Scripture is approached as a source of practical wisdom that may form a basis for personal and collective self-understanding.
Distribution Requirements: HE, PD.
This course counts toward the International Studies major.

RELST 260 - History of American Christianities
(Also listed as HIST 260)
Credits: 4
This course will provide a A thematic and chronological framework for understanding the complexity and diversity of Christianites in American life. Unquestionably, Christianity has greatly influenced our nation's past and present. However, its influence has not been singular but diverse in execution and impact. Exploring this diversity will show there is no one way to be Christian. Therefore, this course will analyze the relationship between American history and various forms of American Christianity, explore the major issues and topics that define its diversity of expressions, and investigate its role in American society, politics, and culture.
Distribution Requirements: HE, PD.

RELST 288 - Jewish Meadville
Credits: 4
An exploration of the history, culture, and experience of Jewish people in Meadville. Course readings will contextualize the Jewish experience in Meadville through the study of Jewish history in the United States in both urban and rural communities. Students will engage in archival research, collect oral histories from former and current Jewish residents of Meadville, and contribute to the digital Jewish Meadville Project.
Distribution Requirements: CL, PD.

RELST 341 - Jewish Ethics
Credits: 4
A study of the Jewish ethical tradition from ancient times to the present with a focus on how this tradition is applied to the key ethical issues of our time. We will examine the diverse perspectives within Judaism on a variety of topics including race, sexuality, gender, economic justice, bioethics, medical ethics, environmental ethics, animal welfare, criminal justice, and immigration.
Prerequisite: RELST 147 is recommended.
Distribution Requirements: HE, PD.

RELST 350 - Paul the Apostle
Credits: 4
An examination of the life, works, and legacy of Paul of Tarsus within the context of the Jesus movement and early Christianity in the eastern Mediterranean during the first centuries of the Roman Empire. Students examine Paul's letters as literary products that reveal both the teachings and the personality of their author. Paul's influence on the Christian movement is considered through letters written by others but attributed to Paul, and through second, third, and fourth-century oral and literary traditions about Paul's missionary activities.
Distribution Requirements: HE, SB.

RELST 360 - Religion and Ecology
Credits: 4
An exploration of the intersection between religion and the environment, and the contributions of religion, spirituality, ethics, and values to understanding and resolving complex environmental problems, acknowledging both the problems and promise of religions. Students investigate the ways that humans engage and see themselves in nature in a diverse array of religious and cultural traditions.
Prerequisite: ENVSC 110 or RELST 180
Distribution Requirements: HE, IP.

RELST 372 - Judaism, Justice, and Food
(Also listed as ENVSC 372)
Credits: 4
An exploration of the relationship between food, justice, and Jewish identities. Students learn about Jewish ethnic, cultural, and religious history as they explore the complex justice issues related to food. Students investigate all aspects of food production including growing, processing, cooking, and eating as they relate to issues of race, gender, religion, class, and sexuality. Students examine Jewish biblical dietary laws, rabbinic regulations, and modern kosher cookbooks to understand the formation and flexibility of Jewish food systems.

Distribution Requirements: HE, PD.

RELST 374 - Black Theology
(Also listed as BLKST 374)
Credits: 4
An exploration and evaluation of the historical background and origins of Black Theology and an analysis of the relationship between Black Theology, the Black church, and Black liberation movements. Major issues and topics that define Black Theology include: the claim that liberation is the ethos of Christian theology, the proclamation of the Black Christ, a Black approach to Christian Scripture, and an examination of the role of women, gender, and sexuality within Black communities.
Distribution Requirements: HE, PD.

RELST 529 - Internship: Religious Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

RELST 580 - Junior Group Tutorial
Credits: 4
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

RELST 590 - Independent Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

RELST 591 - Group Study
Credits: 1-4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

RELST 600 - Senior Tutorial
Credits: 2
A course involving preparation for the Senior Project such as preliminary research and project proposal.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

RELST 610 - Senior Project
Credits: 4
A course consisting of the presentation and defense of the Senior Project.
Must be taken on the letter-grade basis.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

Spanish

SPAN 110 - Beginning Spanish I
Credits: 4
A study that stresses the spoken language while introducing the basic structural grammatical patterns of Spanish. It focuses on the acquisition of daily life vocabulary and basic communication skills. Students also begin to develop basic cultural awareness through the study of selected Spanish-speaking countries and authentic cultural materials. Three class meetings; one oral practice period a week.
Distribution Requirements: IP.

SPAN 120 - Beginning Spanish II
Credits: 4
A study that stresses the spoken language while continuing to introduce more complex structural grammatical patterns of Spanish. It furthers the acquisition of vocabulary and basic communication skills. Students continue to develop basic cultural awareness through the study of selected Spanish-speaking countries and authentic cultural materials. Three class meetings; one oral practice period a week.
Prerequisite: SPAN 110 or appropriate score on placement test.
Distribution Requirements: IP, ME.

SPAN 130 - Accelerated Beginning Spanish
Credits: 4
A review of basic structural patterns of Spanish language that combines material from SPAN 110 and SPAN 120. Designed for students with previous experience with the language, our study reviews the use of daily life vocabulary and reinforces communication skills and cultural awareness through an examination of selected Spanish-speaking countries and authentic cultural materials. Three class meetings; one oral practice period a week.
Prerequisite: SPAN 110 or appropriate score on placement test. Instructor permission required.
Distribution Requirements: IP, ME.

SPAN 215 - Intermediate Spanish
Credits: 4
A review of communication skills with an emphasis on the application of acquired structures for more advanced language production. Students study Spanish-speaking regions through texts and movies. Three class meetings; one oral practice period a week.
Prerequisite: SPAN 120 or SPAN 130 or appropriate score on placement test. May not be completed for credit after successful completion of a course with a higher number without special permission from the

instructor.
Distribution Requirements: IP, ME.

SPAN 220 - Issues in Contemporary Spanish and Spanish American Culture
Credits: 4
A continued study of Spanish language through issues in contemporary Spanish-speaking societies. Students acquire vocabulary and develop facility with the language by discussion of present-day topics such as education, sports, music, crime, the environment, or religion as related to daily life. Phonetics and pronunciation skills and the use of grammatical structures necessary for improving written and oral fluency form an integral part of the content studied.
Prerequisite: SPAN 215 or or SPAN 245, or appropriate score on placement test.
Distribution Requirements: IP.

SPAN 225 - Hispanic Texts
Credits: 4
Reading and discussion of selected texts in Spanish. Students examine a variety of Hispanic texts through words, numbers and images to develop reading, writing, and speaking skills in preparation for upper-level classes and study abroad in Spanish.
Prerequisite: SPAN 215 or SPAN 245 and either SPAN 220 or SPAN 230.
Distribution Requirements: HE, IP.

SPAN 230 - Imperial Cultures
Credits: 4
A study of Pre-Colombian and Spanish Empires designed to further develop students' speaking, reading, and writing abilities. The study of topics such as social structures and daily life, religion and agriculture, encounter and conquests, "courtly" life, syncretism, and the baroque helps students to develop an extensive vocabulary and make comparisons between social life in the past and today.
Prerequisite: SPAN 215 or SPAN 245 or appropriate score on placement test.
Distribution Requirements: IP.

SPAN 245 - Spanish for Heritage Speakers
Credits: 4
Designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. Our goals are to expand professional/academic vocabulary, to develop and improve writing and reading skills, and to provide bilingual students with linguistic tools that help them use their language skills in both English and Spanish to increase overall proficiency. Language skills are developed through an exploration of Latino culture and literature in the United States.
Prerequisite: Permission of the instructor.
Distribution Requirements: CL, PD.

SPAN 315 - Advanced Spanish Language Study
Credits: 4
A close study of complex Spanish language structures and how to use them to improve comprehension and writing skills. Students develop language specific to the study of Spanish and demonstrate those skills in interpretative essays and class discussion.

Prerequisite: SPAN 225.
Distribution Requirements: IP, ME.

SPAN 320 - Stories and Storytelling
Credits: 4
An exploration of stories told in Spanish. Students study narrative form in a variety of genres in an examination of the important elements of storytelling, the relationship between a story and its historical context, and the importance of stories and storytellers to society. Texts and historical periods and themes may vary. As part of a final project, students may produce a story in their textual form of choice in Spanish.
Prerequisite: SPAN 225.
Distribution Requirements: HE, ME.

SPAN 330 - Topics in Hispanic Popular Culture
Credits: 4
An introduction to significant genres of contemporary Latin American or Spanish popular culture in three media: music, television, and print. Genres and countries vary according to instructor.
Prerequisite: SPAN 225.
Distribution Requirements: HE.

SPAN 350 - Special Topics in Spanish Peninsular or Latin American Culture
Credits: 4
An examination of Latin American or Spanish literary and cultural texts to enrich cultural knowledge, increase vocabulary, and reinforce grammatical and communicative structures with an emphasis on the craft of cultural commentary.
May be repeated for credit.
Prerequisite: SPAN 225
Distribution Requirements: HE, IP.

SPAN 360 - Contesting Authority
Credits: 4
A study of cultural production under authoritarian regimes in Spain and/or Latin America. Students examine the characteristics of cultural production created under these historical conditions through an analysis of texts that affirm and contest the dominant authority. Topics and texts vary according to instructor.
May be repeated for credit.
Prerequisite: SPAN 225.
Distribution Requirements: HE, PD.

SPAN 370 - Topics in Latinx Culture
Credits: 4
An examination of Latinx cultural production in the US. Students examine the various identities that make up the Latinx population in the US to enrich historical, geographical, and cultural knowledge. Both second language learners and heritage speakers of Spanish develop their competence with Spanish as used in the US through study and discussions of a variety of texts.

Prerequisite: SPAN 225 or SPAN 245.
Distribution Requirements: HE, PD.

SPAN 385 - Introduction to Hispanic Culture through Film
Credits: 4
An introduction to the study of movies and their representation of Spanish or Latin American culture. Through the study of influential films, students acquire the pertinent language to narrate and analyze cinematographic texts in Spanish and discuss them in their cultural context. Films vary according to instructor.
May be repeated for credit.
Prerequisite: SPAN 225.
Distribution Requirements: HE, IP.
Limited to sophomores and juniors.

SPAN 405 - Translating Language and Culture
Credits: 4
A study of the practice of translation from English to Spanish and Spanish to English. Students translate and compare translations of different types of texts in order to better understand differences in language structure and cultural expression. Assignments may include translating business letters, advertisements, essays, stories, and poetry; subtitling video; summarizing critical articles; and critiquing peers' translations.
Prerequisite: Two 300-level Spanish courses or permission of the instructor.
Distribution Requirements: IP, ME.

SPAN 430 - Race, Gender and Power
Credits: 4
A close examination of Latin American and/or Spanish texts (literature, film, and music, for example) to introduce students to the way in which gender and race are integral components in the struggle for power (including political, social, cultural, and economic power). Students continue to develop close reading skills and language proficiency as they analyze a range of power dynamics as represented in different cultural texts.
Prerequisite: Three 300-level courses in Spanish.
Distribution Requirements: HE, PD.

SPAN 445 - Topics in Hispanic Film
Credits: 4
A study of significant filmmakers, national cinematographies, periods, and/or themes in Hispanic cinema. Topics vary according to instructor.
May be repeated for credit.
Prerequisite: SPAN 385 and two additional 300-level courses in Spanish.
Distribution Requirements: HE, IP.

SPAN 485 - Hispanic Film, From Text to Screen
Credits: 4
An exploration of the adaptation of Latin American, Spanish, or Caribbean texts brought to the screen.

Students examine short stories, journalistic accounts, novels, and/or screenplays and their filmic counterparts as an inquiry into the nature of verbal and visual representation. Special thematic focus may be given to the importance of construct of gender, class, or national identity in relation to the film's or text's specific context. Projects include book and film reviews, textual adaptation, or the shooting of a short film with digital cameras.
Prerequisite: Three 300-level courses in Spanish.
Distribution Requirements: HE, ME.

SPAN 529 - Internship: Spanish
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

SPAN 580 - Senior Seminar
Credits: 4
An in-depth study of a significant author, theme, or text from Hispanic literature or culture. Topic varies from year to year. Readings and discussion in a seminar format model the process for completing a research project, which students prepare as a final assignment.
Prerequisite: Three 300-level courses in Spanish.
Distribution Requirements: none.

SPAN 590 - Independent Study
Credits: 4
May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

SPAN 592 - Teaching in the Elementary or Secondary Schools
Credits: 2-4
A field experience in education during which students work with teachers and students in elementary or secondary schools. Relevant readings, as well as discussions with the instructor and the supervising teacher, provide the background and context for the fieldwork. Students are required to keep a reflective journal and to complete a culminating project based on their experiences in the classroom.
May be repeated for credit.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

SPAN 594 - Teaching at College
Credits: 2-4
A field experience in which students work with a language professor and college students learning Spanish at Allegheny. Relevant readings, as well as weekly discussions with the instructors, provide the

background and context for the fieldwork. Students are required to keep a reflective journal and complete a final project on their experiences in the classroom.
May be repeated for credit.
Prerequisite: At least one 300-level Spanish course and permission of instructor.
Distribution Requirements: none.

SPAN 600 - Senior Project I
Credits: 2
Preparation of a Senior Project proposal based on the development of a thesis statement, a short description of the project, and a relevant annotated bibliography.
Must be taken Credit/No Credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

SPAN 610 - Senior Project II
Credits: 4
Completion and oral defense of the Senior Project.
Must be taken on the letter-grade basis.
Prerequisite: SPAN 600 and permission of instructor.
Distribution Requirements: none.

Speaking and Writing Seminar Sequence

SWS 105 - Introduction to Communication Competencies
Credits: 4
An exploration of four communication competencies: reading, writing, speaking, and listening. Students develop engaging voices as speakers and writers through study of concepts such as purpose, occasion, audience, and genre. The use of reading and listening to interpret ideas of others and form one's own will be applied toward thesis-driven written and spoken texts. The topical material covered in the seminar varies from section to section and year to year. All first-year students take Introduction to Communication Competencies in either their first or second semester.
Must be taken on the letter-grade basis.
Distribution Requirements: None.

SWS 200 - Communication Competencies for Transfer Students
Credits: 4
An exploration of four communication competencies: reading, writing, speaking, and listening. Students develop engaging voices as speakers and writers through study of concepts such as purpose, occasion, audience, and genre. The use of reading and listening to interpret ideas of others and form one's own will be applied toward thesis-driven written and spoken texts. The topical material covered in the seminar varies from semester to semester and year to year. Transfer students take Communication Competencies for Transfer Students in their first semester. The seminar instructor serves as the student's first academic advisor.
Must be taken on the letter-grade basis

Distribution Requirements: None/
This course serves as a substitute for SWS 105 for TR students only.

SWS 205 - Research-Informed Communication
Credits: 4
An integration of communication competencies into research-informed learning, building on the skills developed in SWS 105. Students will develop an early understanding of the role of writing, speaking, reading, and listening in the interpretation and production of research-informed texts. The topical material covered in the seminar varies from section to section and year to year.
Must be taken on the letter-grade basis.
Prerequisite: SWS 105; SO, JR, or SR status
Distribution Requirements: None.

Women's, Gender, and Sexuality Studies

WGSS 100 - Introduction to Women's, Gender, and Sexuality Studies
Credits: 4
An introduction to the field of women's, gender, and sexuality studies that delineates some of the parameters and interdisciplinary connections in feminist and queer scholarship. Alongside discussions of women's contemporary lives, students explore key social institutions and systems of power, oppression, and difference. We focus on the ways in which gender and sexuality are culturally constructed, with an emphasis on the intersections of identities, including gender, class, race, sexuality, ability, religion, and nationality.
Distribution Requirements: HE, PD.

WGSS 207 - Human Sexual Identities
Credits: 4
An examination of the psychological and biological factors that influence human sexual development and identity. Concepts and expressions of human sexuality are considered from psychological and anthropological perspectives. The biological (e.g. evolutionary, physiological, neurobiological, and genetic) influences on human sexual development and function will also be addressed.
Distribution Requirements: HE, PD.

WGSS 210 - Social Movements in Women's, Gender, and Sexuality Studies
Credits: 4
A consideration of women's, gendered, and queer identities, roles, experiences, and ideologies in order to understand the foundations of historical and contemporary U.S. social movements. Students explore the ways in which events, institutions, politics, economics, the law, and/or cultures have both influenced and been influenced by public demands for social change. Topics may include: History of Sexuality, History of Feminism in the United States, Gay Liberation Movements, Women of Color in the United States, Black Women and Activism, Comparative Social Movements, Feminist Media Activism, Feminist Art Activism, and Women and Labor Movements.
Distribution Requirements: CL, PD.

WGSS 211 - Queer Lives
Credits: 4
An exploration of a broad range of queer issues and the lived experiences of sexual minorities in the United States. Students examine major events in the history and social construction of lesbian, gay, bisexual, transgender, transsexual, and queer communities, with the goal of understanding the role of power and privilege in constructing sexual identities. We consider how queer lives have been inflected by differences like race and class and how the struggles of sexual minorities have shaped larger cultural discourses around family, intimacy, law, and social change.
Distribution Requirements: CL, SB.

WGSS 255 - Women and Migration
Credits: 4
An introduction to why women migrate, how they experience life in a new culture, and their contributions to the receiving country. The United Nations reports that "one of the most significant trends in migration has been the entry of women into migration streams that had heretofore been primarily male" and that half of migrants today are women. We examine who is moving around the most and why, how belonging and a sense of "un-belonging" structure women's citizenship, how immigrant status is tied to work and family, how political policies affect where and how women move, and how policies are tied to race, class, sexuality, and nationality.
Distribution Requirements: IP, PD.

WGSS 275 - Bodies in American Culture
Credits: 4
An introduction to how we understand the gendered, sexualized, and racialized body in American culture, examining the socio-cultural and political forces that shape bodies and bodily experiences; how different bodies are perceived, valued, and treated; and how people resist. In addition to core readings in women's, gender, and sexuality studies, we draw on sociology, science/medicine, history, art, cultural studies, media studies, ethnic studies, and black studies to explore how the body is constructed in scientific and medical discourse, fat studies, disabled bodies, transgendered bodies, and women's sport culture in the United States.
Distribution Requirements: HE, PD.

WGSS 300 - Feminist and Queer Theory
Credits: 4
A study of contemporary feminist and queer theories with an emphasis on their shifting conceptualizations of gender, race, class, sexuality, and nationality. Students engage with key, original theoretical texts that examine core concepts of identity and difference, power and privilege, social structures and agency, and institutional and grassroots change. Emphasis is placed on putting feminist and queer theories into conversation with one another in order to understand their interdependent relationship.
Distribution Requirements: HE, PD.

WGSS 310 - Gendered Violence
Credits: 4
An exploration of how identity, socio-historical shifts, cultural production, and geo-political systems provide frameworks for understanding gendered violence. Violence is accomplished through a wide range

of socially institutionalized and individually perpetuated events and circumstances and takes place across (and within) racial, ethnic, sexual, and national communities. We examine theoretical frameworks that discuss these differences in U.S. and transnational contexts, how violence is represented in popular culture, and the role the state plays in maintaining and intervening in violence. We conclude with examples of how scholars, artists, and activists take action to create social change.
Prerequisite: WGSS 100.
Distribution Requirements: PD, SB.

WGSS 340 - Sex and Health
Credits: 4
An interdisciplinary study of sexuality, historical and contemporary cultural practices of sex, and its attending health issues. Students investigate sex and health through modules that include: what we know about sex and health and how we know it; reproductive health and reproductive justice; and diseases associated with sexual health and community empowerment. Drawing on methods in women's, gender & sexuality studies, public health, sociology, history, literature, media studies, and psychology, this course models and engages in interdisciplinary approaches to critical analysis and collaborative research.
Distribution Requirements: PD, SB.

WGSS 350 - Posthuman Feminism
Credits: 4
Explores posthumanism, or the idea that humans are not exceptional, but part of a non-hierarchical network of plants, animals, machines, environment, and non-living matter. Students learn about the significant intersections between feminist and queer theory, gendered power dynamics, and posthumanism. The course explores the impacts of both new technologies and climate change on contemporary feminism and queer theory, with an emphasis on visual culture as a space of knowledge production. Students become familiar with key strains of posthuman feminism, including queer and feminist technoscience, Anthropocene feminism, and feminist new materialism. Students study theoretical texts alongside relevant artworks, literature, and film.
Distribution Requirements: HE, PD.

WGSS 400 - Transnational Feminisms
Credits: 4
A study of feminisms from around the world that analyzes transnational theory and practice and/or interrogates global politics through feminist lenses. We raise questions about systems of power based on investigations of nationality, race, class, gender, sexuality, and religion by drawing on feminist theory and specific case studies. Possible topics include colonialism and postcolonialism, imperialism, genocide, sex trafficking and slavery, sex work, violence against women, reproductive health, migration and citizenship, war and its attending peace movements, women and labor, global queer communities and movements, environmental issues, women in politics, and religious and artistic expression.
Prerequisite: WGSS 100, and WGSS 210 or WGSS 211; or permission of the instructor.
Distribution Requirements: IP, PD.

WGSS 410 - Critical Perspectives in Global Women's Health
Credits: 4
An overview of the theoretical foundations for framing global women's health issues. We examine the

systemic and cultural barriers that prevent access to health care and well-being as well as how professionals, community justice workers, and women themselves advocate for more than mere access. We synthesize approaches in women's studies, global health, political science, environmental studies, sociology, anthropology, political economies, art, and history to think transnationally about global women's health. We pay particular attention to medical models, education, reproduction/sexual health, the environment, and sex work.
Prerequisite: WGSS 100.
Distribution Requirements: IP, PD.

WGSS 501 - Internship: Women's Services I
Credits: 2
A two-semester internship at Women's Services, a non-profit social service agency for women and children in Crawford County. Students complete the Women's Services volunteer training during part one of the internship and participate in one or more aspects of the organization's program: advocacy, support, information and referral, community education and crisis intervention. The intern meets regularly with the agency administration for discussion and supervision and has regular conferences with the internship instructor. The intern's performance is evaluated by the on-site supervisor in consultation with the supervising faculty member. In addition, the supervising faculty member evaluates the student's written work consisting of a journal integrating on-site experience with assigned readings. In the context of the corequisite, PSYCH 540, the student develops an in-depth research project.
Prerequisite: WGSS 100 or PSYCH 160, and permission of instructor. *Corequisite:* PSYCH 540.
Distribution Requirements: none.
Students are expected to take WGSS 502 - Internship: Women's Services II the following semester.

WGSS 502 - Internship: Women's Services II
Credits: 2
An extension of Women's Services Internship I in which the student continues participation in the agency's program and completes the research project begun in WGSS 501.
Prerequisite: WGSS 501 and permission of instructor. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

WGSS 503 - Internship: Women's Prison
Credits: 2
An internship at the State Correctional Institution at Cambridge Springs (SCICS), a minimum-security women's prison. The intern works with the prison's treatment staff, interacts with inmates, observes group therapy and other group counseling techniques (such as those for learning parenting skills or treating substance abusers or sexual offenders) and learns about the issues involved in the incarceration of women, as well as the multidisciplinary approach to inmate rehabilitation.
Prerequisite: WGSS 100 and approval of the internship liaison. *Corequisite:* PSYCH 540.
Distribution Requirements: none.

WGSS 529 - Internship: Women's, Gender, and Sexuality Studies
Credits: 1-4
Academic study completed in support of an internship experience with a partner institution. An Allegheny faculty member assigns and evaluates the academic work done by the student.

May be repeated for credit.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

WGSS 580 - Junior Seminar in Women's, Gender, and Sexuality Studies
Credits: 4
A capstone seminar that engages selected topics (based on the instructor) relating to the field of Women's, Gender, and Sexuality Studies from interdisciplinary and feminist perspectives. Students research foundational and emerging secondary scholarship in the field and are expected to complete a major research project, as well as formally present their findings orally to the seminar. The junior seminar is intended to prepare students for their senior project by giving them an opportunity to practice their research skills in a particular subject and on a smaller scale.
Prerequisite: WGSS 100, WGSS 210 or WGSS 211; WGSS 300; and permission of instructor.
Distribution Requirements: none.

WGSS 620 - Senior Project
Credits: 4
Research, presentation and defense of the Senior Project.
Prerequisite: Permission of instructor.
Distribution Requirements: none.

World Languages and Cultures

FSWLC 201 - Academic Communication in Languages, Literatures, and Cultures
Credits: 4
An introduction to research and communication in the disciplines of Modern Languages. Through close work with a small number of texts and cultural topics, students engage with the norms and processes of research, including the development of appropriate topics; the location, evaluation, use, and citation of secondary sources; the incorporation of these sources into their own analyses; and the communication of these analyses in writing and speech as part of a scholarly conversation. While given in English, our study prepares language majors for research in the target language, including in the Junior/Senior Seminar and Senior Project.
Must be taken on the letter-grade basis.
Prerequisite: Two languge courses at Allegheny College or permission of the instructor.
Distribution Requirements: None.

WLC 100 - Sign Language I
Credits: 4
Prerequisite: Permission of instructor.
Distribution Requirements: ME.

WLC 150 - Say What?! English Conversation in an American Context
Credits: 4
An introductory course for students whose goal is improving English language skills. Communication

skills are the primary focus of the course – specifically listening and speaking. Participation in this course will require students to practice oral and receptive skills through community engagement. Students examine unique features of the spoken English such as linking, blending and reduction. Students develop strategies to better communicate through awareness of cultural norms, nonverbal communication and speech modification skills.
Distribution Requirements: ME.

WLC 160 - English through American Culture
Credits: 2
An exploration of the use of the English language as a communicative tool in a variety of reading and writing assignments that examine American culture and society. The activities planned for this course focus primarily on enhancing students' reading and writing skills in order to offer students an all-encompassing language learning experience while helping them transition to the academic learning environment unique to Allegheny College. This may be taught as a seven-week course.
Distribution Requirements: ME.

WLC 200 - Sign Language II
Credits: 4
Prerequisite: Permission of instructor.
Distribution Requirements: ME.

WLC 270 - Greek Mythology
Credits: 4
An introduction to ancient Greek mythology in its literary, historical, and ritual contexts. The gods, heroes, and monsters of the Greeks are studied through a variety of literary and visual sources, including poetry, myth collections, and the tragedies of classical Athens. Class sessions focus on discussion of primary materials, and topics include the myths of creation, patterns and recurrent motifs in mythological narrative, gender roles and identities, mythological vs. rational thinking, and modern analysis of Greek myth.
Distribution Requirements: HE, IP.